

FIFTY-FIRST

Annual Meeting

OF THE

Maryland State

Teachers' Association

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NICHOLAS OREM, President  
HUGH W. CALDWELL, Secretary

BALTIMORE, MARYLAND  
November 29th and 30th

1918



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# Officers of the Association FOR 1918

## President

NICHOLAS OREM,  
Superintendent of Schools,  
Easton, Md.

## Secretary

HUGH W. CALDWELL,  
Elkton, Md.

## Vice-President

SYDNEY S. HANDY,  
St. John's College,  
Annapolis, Md.

## Treasurer

DR. R. BERRYMAN,  
Station D,  
Baltimore, Md.

## Second Vice-President

MARY G. LOGUE,  
4005 Edmundson Avenue,  
Baltimore, Md.

## Executive Committee.

Nicholas Orem.....	Easton
Sydney S. Handy.....	Annapolis
David E. Weglein.....	Western High School
G. Lloyd Palmer.....	Frederick
A. H. Krug.....	Baltimore City College

## DEPARTMENTS.

### Secondary Education.

Samuel M. North, Acting Chairman.....	McCoy Hall, Baltimore
J. L. Sigmund, Secretary.....	Frederick

### Grammar Section.

Edna M. Marshall, Chairman.....	Frostburg
Margaret Padian, Secretary.....	Towson

### Primary Section.

Alice E. Miller, Chairman.....	Port Deposit, Md.
Virginia Hughes, Secretary.....	Easton, Md.

### Department of Music.

John Denues, Chairman.....	Baltimore, Md.
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## FIFTY-FIRST ANNUAL MEETING OF THE

**Agricultural Section.**

W. R. C. Connick, President.....	Baden
J. K. Smith, Vice-President.....	Mount Airy
Earl C. Baity, Secretary.....	Street, Md.

**STANDING COMMITTEES.****Committee on Legislation for 1918.**

Dr. Henry S. West.....	State Normal School, Towson
Supt. E. W. McMaster.....	Pocomoke City
Miss Mary G. Logue.....	4005 Edmundson Avenue, Baltimore
Commissioner Frank Monroe.....	Annapolis
Dr. A. H. Krug.....	Baltimore City College

**Committee on Educational Progress for 1918.**

Supt. Byron J. Grimes.....	Centreville
Prof. Samuel M. North.....	McCoy Hall, Baltimore
Miss Margaret Pfeiffer.....	Ellicott City

**Committee on Resolutions for 1918.**

Prof. Arthur C. Crommer.....	Towson
Supt. M. S. H. Unger.....	Westminster
Prof. Edward Reisler.....	Polytechnic Institute

**Place of Meeting—Western High School  
Lafayette Avenue and McCullough Street.****Registration and Information Bureau—Western High School.**

Committee on Accommodation, which helped to find lodging for visiting teachers in private homes at reasonable rates. The Committee:

Miss Mary G. Logue.....	4005 Edmundson Avenue
Dr. Norman W. Cameron.....	Teachers' Training School
Miss Mary T. Walsh.....	211 South Collington Avenue
Miss Margaret A. Harney.....	3308 Elgin Avenue, Walbrook
Miss Hilda E. Ortel.....	3404 Eastern Avenue, Baltimore

During the convention this committee had headquarters at the Western High School.

All white school officials and teachers in the State are urged to tear off and mail this page at once to Hugh W. Caldwell, Secretary, Chesapeake City, Md.

### ENROLLMENT.

Each white teacher in the State is earnestly requested to become a member of the Maryland State Teachers' Association. The membership fee is 50 cents a year. Each member receives a printed copy of the proceedings. This is a very valuable report and should be in the hands of every teacher. Even if you are unable to be in attendance at our 1919 meeting you should renew your membership. Please do not neglect this matter, as the character of the program and the value of the printed proceedings depend largely on the membership of the Association.

.....1919.

Hugh W. Caldwell, Secretary,  
Chesapeake City, Maryland.

Dear Sir: I am enclosing 50 cents for my membership fee in the Maryland State Teachers' Association for 1919.

Yours truly,

Name.....

(Permanent Address)....., .....,  
Town. County.

.....

I should be enrolled under

(Teaching Address)....., .....,  
Town. County.



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# Fifty-First Annual Meeting

## MARYLAND STATE TEACHERS' ASSOCIATION

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### MINUTES—GENERAL MEETINGS.

The fifty-first annual meeting of the Maryland State Teachers' Association was called to order at 10.30 a. m. on Friday, November 29, by President Orem at the Western High School, Baltimore.

The meeting opened with the singing of the "Star-Spangled Banner."

The invocation was offered by the Rev. Charles H. Pinchbeck, of the Seventh Baptist Church of Baltimore.

Hon. James F. Thrift represented Mayor Preston, of Baltimore, in welcoming the teachers to the city.

The response to the address of welcome was delivered by Dr. M. Bates Stephens, State Superintendent of Education, Baltimore.

A selection was then rendered by the pupils from the Western High School, under the direction of Miss Jessie L. Armstrong, assistant supervisor of music, Baltimore city.

This was followed by an address by Dr. William Chandler Bagley, professor of education, Teachers' College, Columbia University.

President Orem appointed a committee, consisting of Dr. Henry S. West, principal of the Maryland State Normal School; James B. Noble, county superintendent in Dorchester County; Dr. Ernest T. Becker, principal of the Eastern Female High School, to report on the Smith-Towner bill, which had been discussed by Dr. Bagley.

The Welfare of the Child at School was then discussed by Dr. Owen R. Lovejoy, general secretary of the National Child Labor Committee.

The meeting was then adjourned until 8 p. m.

### Second General Meeting.

Western High School, Baltimore, Md.,

Friday, November 28, 1918.

The second general meeting of the Maryland State Teachers' Association was called to order on Friday, November 29, at 8 p. m., by President Orem.

President Orem said that he had had a message from Governor Harrington, regretting that he could not meet with the Association this evening, and that he would be present on Saturday. President Orem then introduced Mr. Charles J. Koch, superintendent of schools of Baltimore city.

The next speaker was Dr. Lotus D. Coffman, dean College of Education, University of Minnesota.

The next speaker was Hon. Fred C. Walcott, assistant Federal food administrator.

President Orem then declared the meeting adjourned until Saturday morning at 9.30 p. m.

### Third General Meeting.

Saturday Morning, Western High School.

November 30, 1918.

The third general meeting of the Maryland State Teachers' Association was called to order by President Orem at 9.30 a. m.

The audience joined in the singing of the "Star-Spangled Banner," led by Miss Beulah V. Orem.

This was followed by an address by Hon. J. C. Wright, assistant director, Federal Board for Vocational Education.

Then a solo was rendered by Miss Beulah V. Orem, assistant supervisor of music, Baltimore, Md.

President Orem then introduced Hon. Harris Hart. State superintendent of public instruction of Virginia, fraternal delegate from Virginia State Teachers' Association.

This was followed by a vocal selection by Miss Beulah V. Orem.

The President then announced the appointment of the standing committees on Legislation, Educational Progress, and Resolutions for 1919, and the Committee on Reading Circle, appointed for three years, and the Committee on Auditing for 1918.

The Florence Mackubin portrait of Cecelius Calvert was then presented to the State of Maryland as a gift from the school children of Maryland. The portrait was presented by Miss Logue and accepted on behalf of the State by Governor Harrington.

Miss Mary E. V. Ristau then delivered a tribute to Miss Mackubin.

The annual business meeting was then held. Superintendent Unger made a report for the Committee on Resolutions, Dr. Henry S. West for the Committee on Legislation, and for the committee appointed by President Orem to consider the Smith-Towner bill. President Orem stated that the report of the Committee on Educational Progress and on Reading Circle would be printed in the minutes without being read.

The auditors' report was then submitted by Assistant Superintendent J. J. Tipton.

A letter was read from the Assistant Teachers' Association of Baltimore County, asking the Association to continue the drive for State aid.

Dr. Edward F. Buchner, chairman of the Committee on Teachers' Salary, Bonus, and Salary Increase, then made his report, and, upon motion of Superintendent Koch, the thanks of the Maryland State Teachers' Association was expressed to the committee for its efforts on behalf of the teachers.

A motion was also made that the committee express the appreciation of the Association to the governor for his very generous attitude in regard to teachers' salaries and the salary bonus.

Supt. Frank E. Rathbun, of Garrett County, then presented the question of affiliating the Maryland State Teachers' Association with the N. E. A.

The matter was then left in the hands of the Executive Committee. The following officers were then elected:

Dr. David E. Weglein, President.

Dr. Henry S. West, Second Vice-President.

Supt. Hugh W. Caldwell, Secretary.

Dr. R. Berryman, Treasurer.

Dr. Andrew H. Krug, member of the Executive Committee.

Mr. John T. Hershner, member of the Executive Committee for two years to succeed Dr. Weglein.

Dr. Weglein was then escorted to the chair by Superintendent Koch, of the Baltimore city schools, and Superintendent Wright, of Harford County, who, after a brief address, declared the meeting adjourned sine die.

HUGH W. CALDWELL, Secretary.



# Fifty-First Annual Meeting

## MARYLAND STATE TEACHERS' ASSOCIATION

---

Western High School, Baltimore, Md.

November 29 and 30, 1918.

### PROCEEDINGS OF NOVEMBER 29.

#### Morning Session.

The fifty-first annual meeting of the Maryland State Teachers' Association was called to order at 10.30 a. m. on Friday, November 29, by the President, Nicholas Orem.

President OREM: The young ladies of the Eastern Female High School will sing the Star-Spangled Banner, led by Miss Barry, in which the audience is asked to join.

After the singing of the Star-Spangled Banner the invocation was offered by the Rev. Charles H. Pinchbeck, of the Seventh Baptist Church of Baltimore.

Rev. PINCHBECK: Almighty God, we acknowledge Thee to be the Lord. All the earth doth worship Thee, and amidst this planetary anthem of praise we lift our voices this morning in glad thanksgiving. Thou art constantly revealing Thyself to us. We see Thee; we hear Thee; we touch Thee in the beauty of the morning, in the gladness of eventide, in the flush of health by day and in quiet rest by night; in the laughter of little children and in the counsels of old men; in the poetry of the heart and in the converse of genial friends.

Thou art revealing Thyself to us, and we are learning day by day to think Thy thoughts after Thee, Thou who hast called us to be workers together with Thee in bringing in a new earth in which righteousness and peace and joy, in which equality and fraternity and brotherhood shall be everywhere in all the earth. We pray that we may measure up to the responsibility Thou dost lay upon our hearts and our lives; and so we invoke in the sessions of this convention the manifestation of Thy presence. We pray that the spirit of wisdom and power may brood over this body; that they shall see life as Thou seest it; that they shall come to understand the difference between bigness and greatness; that they shall come to see that the greatest thing on God's footstool is the little child, the child fashioned after Thy image and likeness. We pray, oh God, that they may see that all future ages depend

on the manner in which they do their work; that the very life and happiness and prosperity of individuals and municipalities and commonwealths and nations of the world depend upon the way in which their work is done.

Oh Lord, grant, we beseech Thee, to guide them in all their deliberations; grant, we beseech Thee, to give to them the wisdom that is from above that they may go back to their work realizing that they are laboring together with Thee, that they may do their work well and for Thy glory, through Jesus Christ, our Lord. Amen.

President OREM: I have the very great pleasure of calling to order the Maryland State Teachers' Association in its fifty-first annual convention, the ninth annual convention held in Baltimore. It is unfortunate, and you know the reason why we are compelled to have a short session this year, and yet I hope we will be able to make up in enthusiasm what we lack in time. It is my pleasure to welcome you here this morning in an informal way, but it gives me greater pleasure to have that welcome extended by the Hon. James F. Thrift, who represents his honor the mayor of Baltimore. [Applause.]

Mr. THRIFT: President Orem, Ladies and Gentlemen of the Maryland State Teachers' Association: I am sorry that your President did not go on and perhaps more formally welcome you to the city of Baltimore. I am sure he could have done it with a great deal more of cordiality than I am capable of doing it, because he feels perfectly at home among a body of educators. He belongs to a class of experts. I am an expert in nothing. It might be unkind of me to say that the mayor of our distinguished city has deliberately absented himself this morning. Of course I would not pretend to make such a statement, because you might carry away with you a very unfavorable impression. But if that be so I would not blame him a bit in the world. When a plain, ordinary man steps into the presence of university presidents, college professors, teachers, and educators he has a sense of chilliness, he feels that he is out of place, and that is my feeling this morning.

Now I shall not undertake to deliver an address, such an address as I think your Secretary, Mr. Caldwell, had in mind when he addressed a letter to the mayor some few days ago and asked him to send a memorandum of what he proposed to say so that he might be able to put it in the official document of the proceedings of this Association. I imagine he scared the mayor off. [Laughter.] So his honor asked me if I would come here and say to you that it is with regret, sincerely with regret, that he is unable to be present this morning. There are a great many matters of very vital importance engaging his time, and he has asked me to come here and tell you that and say to you that it would be a pleasure for him to attend if he could come. He is very deeply interested in the subject of education in the public schools of Maryland. While his activities have been confined largely to the city of Baltimore, still his horizon is broad enough and his vision great enough to take in the State of Maryland.

It is a pleasure to be here this morning and to look into the faces of so many wide-awake and alert and progressive teachers from the counties and from the city of Baltimore. No one who gives thought to the trend of the times can be unmindful of the fact that the public school-teacher is doing his or her mite in contributing to the progress of the times. I believe that the future of your work will very greatly exceed the past. There seems to be a growing feeling that democracy in the more modern sense of the word and education should go hand in hand, and that the educator will be able to abolish castes in society such as we have had to quite an extent in the past, and that in the future—I do not mean tomorrow or next month or the year after—but in the future through education the top and the bottom of society will be brought together in a very happy medium to the great betterment of the whole social fabric. And if that be not the province of education it has missed its aim. But, ladies and gentlemen, I certainly did not come this morning to discuss school theories, theories of education. Pestalozzi and Froebel and Rousseau and other great educators we can well afford to leave to Dr. Bagley and Dr. Buchner and others who are capable of wrestling with those great problems.

We welcome you to our great city, the metropolis of the State. We are glad you selected such a beautiful day for your opening exercises and hope that your stay may be profitable not alone to yourselves, but through your deliberations as outlined in your program great good may come, not alone to you, but to the citizens of the State of Maryland, that your planning and your thoughts for the future may have a genuine material benefit upon the youth of the State of Maryland and of the city of Baltimore. With all good wishes for your success and a pleasant stay in Baltimore, I thank you. [Applause.]

President Orem: Our appreciation of this cordial welcome will be expressed by Dr. Bates Stephens, State Superintendent of Schools. [Applause.]

Dr. STEPHENS: Mr. Chairman, Mr. Comptroller, Fellow-Teachers, I must confess when I got a letter from the program committee suggesting that I was to take some part in this opening program I was a little bit provoked. And then I thought again if my name had been omitted altogether and I had not been called on to take some part in these proceedings I think I would have been just a little mad. The older we get the more sensitive we become over having our names omitted on occasions like this. And, after all, this may have been the guiding motive on the part of the committee that I was selected to make a brief response to this address of welcome.

I looked at this morning's program, and it is very similar to the one of a year ago. The mayor of the city was to welcome you and the State Superintendent was to make some words of response, and I devoted a good deal of my time for that occasion to say some nice things about the mayor and to anticipate some of the things that the mayor would say in his address, but the mayor was not here and a very large part of my speech spoiled. I do not know that I made any such prepa-

ration this year. There may be a feeling, or was in the first place a feeling, of disappointment when we heard that the mayor was not to come. I thought he would be here this morning in view of a certain spring event. I thought possibly the Mayor was too shrewd to let an opportunity like this to go to impress his personality on the school-teaching force of the city and the State, but the mayor certainly has sent a man here to represent him who is just as good looking as his honor the mayor [Laughter and applause.], and I think makes just about as good a speech as the mayor does, too. [Applause.] And he is just a little bit closer to the teachers than the mayor, because our city teachers, at least, get their checks from the comptroller, and they have at least some acquaintance with this distinguished official.

I had thought that the first administration of Mayor Preston stood in a very pronounced way for the health of Baltimore city, and at least he did the leading in the movement which brought to the city that famous sewer system and the disposal plant, which is visited by representative men from all over the United States, and, indeed, from other countries. His second administration has been, on the other hand, a synonym for a greater Baltimore and a more beautiful Baltimore, and you know how successful the mayor has been in this work, and it may be some time when we meet here that the whole State has been annexed and we are part of Baltimore city. [Laughter.] At least the mayor has rather liberal views on this question, but when he goes after a thing he usually gets it, and it is always an inspiration to have with us a man who does things that he sets out to do. But as close an observer as is Mayor Preston I sometimes feel that his third administration is going to stand so unequivocally for adequate salaries for school-teachers that that perhaps will be the crowning event of his administration here as chief magistrate of the city. I do not mean now simply larger salaries. I have found that it is not such a difficult thing for the teachers to get larger salaries. We have had that to happen two or three times, but that is not our fight; that is not our campaign. What we have in mind is not larger salaries, but adequate salaries—salaries that will compensate the teachers for the work they do, salaries that will compare favorably with the compensation which other people receive where no more qualifications are required, and certainly no more than we require of public school-teachers.

I know that ladies in the department stores and factories are getting from eighteen to twenty dollars a week for their services. I know that our trained nurses are getting from twenty-five to twenty-eight dollars per week, and then I know that school-teachers are getting anywhere from ten to fifteen dollars a week for thirty-six weeks in the year; and how the State or the city can expect in the first place to command qualified teachers and then to retain them, and this is just one of the things that won't work, and the last year or two has demonstrated that to our satisfaction. I believe if I could hold up here to you this morning and let you get a perspective of what there is remaining of the public school-teaching force in Maryland and Baltimore city you would

say that the system is pretty well disrupted, and I fear that there would be a feeling of despondency on the part of our corps of teachers. Certainly 25 per cent of them have left us in two years. Fifteen per cent of those who take their places do not hold regular certificates. I think perhaps I will shock you when I say that some of them in the way of academic preparation only finished the seventh and eighth grades in our public schools, and most of them are young, 18 and 19 years of age. When we realize that these people are coming in to take the place of those thousand teachers who have left us you will understand why there has been brought about confusion, and there must result inefficiency and a lowering of teaching standards and school-room results. It can not work in any other way. I remember in the first school I taught there was a motto, "Education is the chief defense of nations." We had a sort of reverence for that, but we did not realize it was so. The people of the country never realized that it was true, but I think the experiences through which we have gone in the last two or three years are rather satisfying that "Education is the chief defense of nations." I do not know how long the people of the State are going to be indifferent to the ways of our tax-levying bodies, but unless this indifference shall be superseded by a different attitude and a different spirit I can see how the question of public education is going from time to time to lower its standards, and that the product of public education perhaps will not be of as good a type as it has been heretofore. I do not think there is anything that county commissioners and tax-levying bodies had rather do than to see how little they can make the appropriation for public schools. It is that question which does not seem to concern anybody specially. It is a big question. It is a big appropriation, but somehow it seems that it must always be arranged so that the tax rate won't be raised. It is very refreshing to see that crystallization breaking up. Mr. Thrift's city government here—I don't know just how that item in the budget turned out, but there was a limit of \$750 to \$1,200 for elementary teachers, and I think that looks pretty good. And then I wonder why it is we make those limits so far apart. Out here in the counties of Maryland we have three grades of elementary teachers, and all of those grades, if they are to be advanced in salaries, have to be what we call first-class teachers—that is, they have to have first-class certificates. Well, she is a first-class teacher at the end of three years if her salary is raised \$100. Why is it we are going to punish that teacher by withholding from her \$1,200 if she is worth that much, and hold her for eight years before she can get what she is worth. [Applause.] And I can see no reason if a teacher is first class after she has taught one or two or three years why we do not give her first-class salaries. And I am frank to say to you that that is a weak point in our salary schedule for the counties in Maryland. You know we can not live on what we are going to get eight years from now. [Laughter.] As the old judge said, "the prisoner may die." But that teacher, if she is worth a thousand dollars after she has demonstrated that she is a first-class

teacher, ought to get that as soon as that demonstration is made. [Applause.] Of course that is going to raise our tax rate. I never knew anything that was worth while that would not raise the tax rate. But do you know one thing? When we got scared about fifteen or eighteen months ago and thought that idea of kultur was going to take hold of American life and overshadow it perhaps, why there was no trouble to raise twenty billions of dollars to fight that enemy, to fight that evil, and the Lord and McAdoo only know how much more than that it will be. I do not. But if we could come to the point as a Federal Government to appropriate a quarter of a billion dollars, when we come to think that good citizenship, vocational skill, and social efficiency, whatever that may be, are just as desirable qualities in an individual whether he lives in California or Maryland, then it is a function of the Federal Government as well as the State government to see that the individual has every opportunity for getting that kind of a preparation, so that the bill that was introduced by Senator Smith, of Georgia, not very long ago is a step toward the recognition that this is a function of the Federal Government. That was true when the Smith-Hughes Act passed. And I hope that something similar to this bill will become a law; and while it singles out illiteracy and immigrant education and the improvement of the elementary schools, especially the rural schools, and the raising of standards for teaching and providing for well-trained teachers, etc., it seems to me that there is a little too much money spent there for research work and not enough left to raise these salaries that would solve the problem of the elementary schools. We know what is the matter with the elementary schools, and while I have promised myself never to talk before teachers again on subjects which would involve their salaries—I think I have said enough in my lifetime on that—yet as I am on this platform today I feel that this is the only thing before the school officials and the public and the teachers of the country today. We know what these problems are today. What we want is such a provision as will put the right teacher there and repay that teacher, and whenever the Federal Government recognizes that and will appropriate two and a quarter million dollars, which shall supplement what is already paid these elementary teachers, they are going to do more toward solving the problem than they will by any amount of research work, in my opinion, that can be done. [Applause.] So we want the Federal Government to supplant what we are doing, and I think the Federal Government has recognized and discovered beyond doubt that it is concerned in a most vital way with public education. There were demonstrations of that to their satisfaction in the examinations of the boys that were called to service. There was demonstration of that when so many had to be sent home because they did not have sense enough to take up the plans of military work and become effective soldiers; and then they found out, too, that the young ladies down here that we were paying from four to six hundred dollars, when they wanted them they could give them nine, ten, or twelve hundred dollars a year. They realized how little they had been paid,

and we want the Government to find out that we required not only high school graduation, but at least six weeks of special preparation, in order to teach; That we start them on \$450 a year, and that those girls who graduated from the high school, if they took the commercial course, could go to Washington and begin their work on \$900; so, without intending to do so, certainly without any such intention of crippling the forces of public education, and notwithstanding in drawing away this thousand of teachers from the Maryland force has done a great deal toward demoralizing the work in Maryland, the Government will be, and, I believe, ought to be the more ready to expend that encouragement, or whatever it may be that will rehabilitate, that will reconstruct all this work and put it in on the same plane on which it was, and even raise it to a higher plane of excellency and efficiency, and I think that is the plan we ought to take. The N. E. A. has taken the lead in this. I believe that every State teachers' association should get on the band wagon, not only for our own protection, but also with the object of promoting the highest welfare of the country, and wake them up to the fact that we have been niggardly, mean, and stingy toward those who have provided the chief defense of nations. And out of the discussions that will come here today and the speeches which follow today and tomorrow I hope that you will all go away with the strongest conviction of our duties in the premises.

Mr. Comptroller, we certainly thank you for the welcome that you have extended to us. I believe we are always glad to come to Baltimore city. It is our metropolis; it is the city in which we are all interested; it is the city where we come to spend our money whenever we have any, and we are always glad to come here and to share the hospitality of our good friends who live in the city. So you say to the mayor that while we are disappointed that we did not look upon him this morning, we thank him for sending such a worthy representative to present to you the cordial words of welcome. [Applause.]

A selection was then rendered by the pupils from the Eastern High School, under the direction of Miss Jessie L. Armstrong, assistant supervisor of music, Baltimore city.

President OREM: We are in the midst of the greatest period of reconstruction the world has ever known, a reconstruction that is vital to teacher as well as commercial life, and governmental and civil life. Let us hope that we may live up to the ideals that have been so grandly established by our great president [applause], and let us as school people endeavor to do our part in the production of education so as to fit these new ideals. Because of its importance to us it was our desire to arrange the program with this object in view. The program as arranged before the armistice was signed had in mind the usefulness of the schools during and after the war, and because of this we are particularly fortunate to have with us a member of the N. E. A. Commission on Re-education during and after the war. Many of you are acquainted with him indirectly through his publications, his class-room management, his educational processes, and his several other teacher

books; and also you will know him as the editor of the National School Service. I am sure you are as pleased to meet Dr. William Chandler Bagley as I am to present him to you. [Applause.]

Dr. WILLIAM CHANDLER BAGLEY: (Professor of Education, Teachers' College, Columbia University) (stenographically reported).

Ladies and Gentlemen, Members of the State Teachers' Association:

I am very glad indeed to be with you this morning and to have this privilege of discussing with you very informally some of the great problems of educational reconstruction. You have, I am sure, in common with most serious-minded men and women in the western world, generally been thinking hard and discussing among yourselves these great problems, not only as they affect education, but also as they affect other human institutions; and I suppose that of all human institutions that will be modified and changed by the events of the past four years, some in the last analysis, none ultimately will be modified so profoundly and so fundamentally as the institution which you and I represent, the institution of public education. We can not tell today just what changes; we can not predict what change will be brought about in the subjects that we teach, in the methods of teaching the subjects, in the way in which we manage our schools. We can not predict the modifications of our curriculum or of our methods of study, but we can, I think, be certain of one thing, and we can plan with that one thing as a certainty, and that is that this work of education will be vastly more important and fundamental in the future than it has ever been in the past. I think that the free peoples who have fought so long and so nobly and so successfully to throw back and hurl back the menace of autocracy will come to see, as they have been coming gradually to see, that the only way, the only method, by means of which the gains that the armies have made can be conserved and strengthened, is through the processes of education. What our soldiers and the soldiers of the countries associated with us have gained upon the battle field it must be ours in the schoolroom to carry on.

We must conserve and extend the great principles, the justice and righteousness and true democracy for which they have so successfully contended; and so I think that the peoples of the western world will come to place a premium upon education that they never placed before. They have learned and will learn many lessons. They will see and have seen already the object lessons that Russia presents. How seriously handicapped is a democracy which lacks as a basis a wide dissemination of education among the masses. Russia had her universities and her secondary schools. In fact, before the war opened in 1914 there were more pupils in the secondary schools of Russia absolutely than in any other country except the United States. Russia had absolutely more pupils in her aristocratic secondary schools than in any other country except our own. Russia had her universities; she had her trained leaders, but Russia's trained leaders were incompetent to save Russia, and today Russia's failure to save democracy is due to the

fact that 80 per cent of Russians were ignorant and illiterate. We have that object lesson, and it is a lesson that I think the misery of the world will never forget.

We have the object lesson of an elaborately organized educational system directed toward a most evil and vicious end. We have the example of Germany. We see how this system was so cunningly devised to separate the masses from the classes and how cunningly it aimed to develop among the great masses of the people willing obedience and docile subservience and narrow intelligence and a high grade of narrow industrial skill and willingness to be led and to work for the interests of the ruling classes. We have as the other part of that dual educational system what you might call an educated ruling class who, because of their privileges, the privileges that were given by their rulers, were also to that extent docile and subservient, and so we have that dual educational system of Germany which explains, I think better than any other factor in German life or reason while the rulers could have held in subservience for so long a time the great masses of the people, why those people did not rise and rebel against the policies which their masters dictated and which they must have known were bringing them the wrath, bringing upon them the wrath of an outraged world.

Democracy in the western world in devising its educational system must bear in mind these two great object lessons: In the first place, that elementary education, that the education of all the people, can not be neglected, and, in the second place, that the mass education can not be a narrow education. In a true democracy we can not have a dual system of schools. We must have a unit system of schools that will develop among all the people just as high as possible a level of trained and informed intelligence. Unless this is done, it seems to me, the future safety of democracy cannot be insured. Unless this is done the future of democracy can not be secured, and it seems to me, too, that this country especially has a responsibility in this connection that perhaps the countries we have been associated with do not have in like degree. As the richest and the strongest of the great democratic nations we have a peculiar responsibility to bear in the development of the new world order and in the extension and development of the gains that have already been made. As the richest and strongest, as the nation that has been least depleted in wealth and manhood by the ravages of war, it is our responsibility, it seems to me, to set an example. Upon the way in which our people think and feel and act in the years to come will depend positively more than the welfare and prosperity of our country and our children; upon the way in which our people feel and think and act will depend in a measure that was never so true before, will depend the happiness and welfare and progress of the people all over the world; and it seems that this is a responsibility that our people are in a position to sense. Our ideals from the outset in this conflict have been altruistic. We have not been seeking selfish aims. We have been imbued with a spirit of truth and righteousness

and true democracy and I think a far-reaching altruism, and I believe that this spirit will continue. I believe that it can be made to continue if the teachers in our schools take occasion to impress that lesson forcefully upon each rising generation, for, after all, that is the great lesson of the war for this country, that we have been elevated out of ourselves, that we have taken a world view; but not only that, we have done this not through any selfish interests of our own, but we have done it for the welfare of all mankind; and if we are to have this responsibility in the future, if upon the way in which our people as a whole, not our leaders alone, but the way in which our people as a whole think and feel and act depends so much for the whole world, it seems that a peculiar responsibility rests upon this country to insure that the people of the next generation shall be able to think straight and to make wise decisions and to act according to the most fundamental moral principles. That is the great mission, it seems to me, of education in this new world order.

We can not tell what changes are going to take place, but we must think of education in a broader way, in a more comprehensive way. It must become a much more fundamental part of our national life. Instead of looking upon it as a privilege, merely as a means of giving the individual a certain advantage in a competition, making him perhaps able to do a little more than his fellow, instead of looking upon education as a means of individual advancement, it seems to me we must come to look upon it as a fundamental democratic duty which the individual owes to a democratic nation and a duty that the democratic nation owes to a democratic world.

And so I feel that the first thing we must think of is education primarily in national terms. As your superintendent suggested, we have hitherto not thought of education in this country fundamentally in national terms. We have been thinking of education primarily in terms of State and local units. Our whole educational machinery is ordered upon the principle of individual initiative and local autonomy in education, and I am sure that the virtues that inhere in the interest that the people take in their local schools are to be preserved and cherished and strengthened in every way. It seems to me we must take a broader view. We must look upon education from now on as a national problem primarily. That means a great many things. It means a great many changes in the mode of supporting the schools and some changes in the methods of school administration. It means a great deal and very much larger and wider and effective recognition of the teacher's services, and particularly the teacher's services in the elementary schools.

The N. E. A. Commission, upon emergency, and the readjustment to which your president referred, began its sessions last February and has continued them at frequent intervals ever since, attempting to devise some means by which we might bring to education a new spirit of nationalism, which has been a feature of our national life during the last year and a half.

In other words, with a nationalized education, without at the same time allowing the virtues that lie in local control and local support and initiative, trying to plan compromises between principles of decentralization and principles of centralization in education, those deliberations resulted in a program for the nationalization of education, which were presented at the Pittsburg meeting of the National Educational Association and which was adopted there unanimously. It was then that the principles involved in this program were then embodied in a bill which was presented to Senator Hoke Smith, and after some minor changes made by him it was introduced in Congress on October 10. That bill is a measure to which your superintendent has already referred, and some of the features of which I should like to discuss with you briefly. It is a bill, in the first place, which provides for a national department of education. It provides for a department of education whose head shall be a secretary of education with a seat in the President's Cabinet. It seemed to the members of this commission, as it has seemed to other people, who have been thinking about education in this country, that the importance of the work of the schools to the nation's life and welfare ought certainly to be recognized and dignified by a department of education and by a secretary who should have Cabinet rank. The bill provides, in the second place, for annual appropriations co-operating with the States in the support of education. In the first place, there are two sets of appropriations, which will probably be temporary in their character, aiming to remedy defects that within a few years of decades we hope can be entirely reformed. The first is an appropriation of \$7,500,000 a year for the reduction of adult illiteracy. It was found, you remember, that among the men who were subject to the first draft 700,000 were illiterate. Men called to the colors in the first draft were unable to read and write, so that the education of adult illiterates became at once a national problem. The bill provides that this amount of money, \$7,500,000, be distributed among the several States to be matched by an equal amount from the States for the gradual reduction of adult illiteracy through the establishment of schools in which adults can at least learn the rudiments of reading and writing.

In the second place, the bill provides, as another temporary measure, for the education of immigrants. At any rate, it is hoped that this will not necessarily be a feature of the educational program that will need to consume a great deal of money for a great length of time, but among the other revelations of the draft was the fact that a great many of the men who were called into the Army, either foreigners themselves or children of foreign parents, were unable to read and write English, and even unable to understand the commands that were given to them in the English language. It was found that whole contingents of them, in fact, were unable to understand commands except those that were given in the language of our principal enemy. The situation there was a situation that called, it seems to the members of this commission, for immediate action and immeditate relief; and among the provisions of

this bill is one that I think is significant, because you know a great many of these men unable to speak and write English have gone through schools, some of them through public schools, revealing the fact that there are schools in this country, schools supported at public expense, where the language that is taught in those schools is some other language than English; and that is so inconsistent in a sane or safe plan or policy of national unity that this bill provides that those States shall not receive their allotment unless they pass laws that require that the English language shall be the sole basis of construction in all of the elementary schools of the States. [Applause.]

Those two features of which I have spoken are in the nature of rather temporary appropriations. It is undoubtedly true that we shall need to continue the education of immigrants as long as immigrants come to our shores, but we shall not have their language, I hope, to continue as an extra problem—the education of the children of immigrants. These should be Americans in our regular public schools.

Then there are three items in that program that are permanent and fundamental. The third item is \$20,000,000 for a national effort toward the improvement of the health of the people through an elaborate program of health education and physical training. Again the lessons of the war taught the vital need of making a national campaign for physical manhood and womanhood among our citizens. Consequently that feature of the bill was introduced. The fourth item, more important perhaps than any of the others, appropriates \$50,000,000 for the purpose of equalizing educational opportunities. It is an initial appropriation of that much which is to be divided among the States in proportion to the number of teachers employed in that State. Consequently it will give a slight bonus to the States where the rural population is particularly large, because the rural schools in this country are the schools that have been most shamefully neglected. When we stop and think that more than one-half of the children of the nation, more than one-half of the fathers of the next generation are enrolled in the village schools and rural districts, and that these schools are the most shamefully neglected of all our educational institutions, that their teachers are largely child teachers, 17 to 18 years old, a great many with no education beyond the eighth grade, and very few with any professional education even if they are high-school graduates; when we remember that this mass of future population is being taught by untrained teachers, we see the great significance of distributing this fund in such a way that these districts will receive some relief. This money is to go to all States and all districts, and is to be used exclusively for the payment of teachers' salaries and other items in the support of schools, but no part of this money can be spent for buildings or permanent equipment. But this must be matched by an equal amount from the States, yet the State is ready to spend an amount equal to its share of the Federal allotment, it will receive that allotment without an added tax. At the same time this amount of money



NICHOLAS OREM



will likely increase the salary of every teacher in the United States if the bill is adopted and made a law.

The fourth item is perhaps as important as any other from the stand-point of our great future problems. This is an item of \$15,000,000 for the preparation of teachers—the preparation of teachers in normal and other institutions and agencies that prepare teachers for the public service. It is one of the remarkable facts that our people in this country have never recognized the significance of adequate preparation of teachers. One of the reasons why public school salary schedule is so low lies in this particular fact, that it has been possible to bring into the public school service young men and women who did not enter it as a permanent career, who went into it for only a short time as a casual and temporary stop-gap occupation, and secondly, from the very fact of the laws of supply and demand made it possible for the different communities to secure teachers at a very low scale of wages; and one of the important factors in raising the financial status of the teacher, in giving the weight and recognition in the community which the importance of his work deserves, we should pay more attention than in the past to the preparation of teachers, to dignify the work of our teacher-training agencies and dignify the work of our normal schools which are not now in the same class, not considered by the people or even by the teachers themselves as in the same class as other higher educational institutions. It has been my opinion for a great many years that until we can make the preparation of elementary school-teachers just as thorough and just as efficient as we make the preparation of high school teachers, just as thorough and efficient as we make the preparation of any other type of teacher, if we can do this we are going to raise the status of elementary teaching to the place where it belongs, and along with this must go, in my opinion, but not necessarily, the opinion of the members of the commission, I think along with this will go a recognition of the essential equality of teaching with other professions, not only the essential equality of teaching in public opinion, but essential equality in rewards which teaching brings. I think that it will ultimately mean that there will be no invidious social distinctions between teachers among the lower levels and the higher levels. At the present time teaching in this country is not a career. One can find a career in educational work perhaps of some kind, educational administration, a career in scholarship; perhaps one can go from educational work into politics, but education itself offers no career in the basic art of education itself which is the work of class-room teaching, and until we do recognize in the work of class-room teaching the fundamental act of education and the basic function of all public school work, until we recognize that in a substantial way, in the first place by larger rewards and in the second place by more adequate training facilities, it seems to me that the great purpose of education in a democracy can not be fulfilled.

At the present time the average life of the teacher in our public schools is between four and five years. If we arrange our 600,000

public school teachers in a long line, beginning with the youngest and ending with the oldest, and the rest arranged in the order of age, we should pass by 300,000 of those teachers before we came to a single individual of over 25 years of age, and we pass by 150,000 before we come to an individual over 21 years of age, and we pass by more than 100,000 before we come to a single individual over 19 years of age. In other words, teaching is only a casual and temporary occupation to the great majority of the teachers in the rural districts principally. We find if ye arrange them in the order of their experience we pass by probably 200,000 of them who are teaching their first year of school; in other words, we bring into our teaching service every year more than 100,000 fresh recruits, and these are very largely untrained. Our normal schools and colleges working altogether do not turn out more than 20,000 graduates every year, and we need 100,000 to fill vacancies. This constitutes a real national problem, and until the nation sets its seal upon adequate preparation of teachers I do not believe that the problem is going to be solved, and I do not think that the nation can in any other way so distinctly recognize the significance of the teacher's service to the nation's life than by providing these subsidies in the first place for increasing the present low scale of salaries, and in the second place for insuring adequate professional training.

It seems to me that these are the two great things that need to be done, and these things are embodied in this bill. The bill provides for research work, which is very small in comparison with the other expenditures. There are \$100,000,000 altogether for education; \$500,000 for the operation of this department of education, of which perhaps about \$100,000, or one-tenth of 1 per cent of the whole, will go into research work; and that research work undoubtedly will be extended, and it should be extended, because it is planned primarily to undertake the solution of those problems which are basic to the advancement of the teaching profession and to adequate reward and recognition of the teachers' salaries.

It is my earnest hope that the teachers of Maryland will be willing to support this bill. If this becomes a law, I am sure that the increases in future years will raise this Federal contribution to a very much more significant sum, but we can make a start with this measure, and once having made the start, it seems to me the rest will follow, and in such a way that the schools of our country will become the agents that they should be in insuring that the gains our soldiers have made are not going to be lost to posterity. I thank you. [Applause.]

President OREM: It has occurred to me that since this bill about which Dr. Bagley has told you is of vital importance it would be a proper thing for the Maryland State Teachers to endorse it and to have that endorsement sent to its Representatives in Congress. With a view to bringing the matter up separately, and not in a business meeting, I am going to ask your permission to appoint a committee to consider it this afternoon and to bring a report tonight. I am going to

ask the following to serve: Dr. Henry S. West, principal of the Maryland State Normal School; James B. Noble, county superintendent of schools in Dorchester County, and Dr. Ernest J. Becker, principal of the Eastern Female High School. We shall be grateful if that committee can report this evening.

The young ladies of the Eastern Female High School rendered another musical selection.

Several announcements were then made by Secretary Caldwell relative to the general meeting this evening at 8 o'clock p. m. and the general meeting tomorrow morning at 9.30 a. m. The Secretary also announced seven departmental meetings, saying there was one change in the program and that consisted in the meeting of the elementary school supervisors, which would be held Saturday at 12.30 o'clock.

President OREM: In arranging the program for this morning we had in mind the child in school and its welfare and the child out of school and the problem of getting it in. The next speaker discusses the welfare of the child out of school, Dr. Owen R. Lovejoy, general secretary of the Child Labor Committee. [Applause.]

#### A NATIONAL PROGRAM FOR CHILD PROTECTION.

Owen R. Lovejoy, General Secretary National Child Labor Committee,  
New York.

Before Fifty-first Annual Meeting of the Maryland State Teachers'  
Association, Western High School, Baltimore, Md.,  
November 29, 1918.

When America entered the world war we immediately, as if by agreement, began to imitate our European allies in our treatment of our children. Those who had been following the progress of events in Europe for three years were aware that one of the first interests to suffer in England, France, Italy—all the warring countries—was the interest of child life. Apparently we were more impressed by the fact than by its lesson, for we blindly threw aside its lesson and proceeded to follow their misguided policy. The breakdown of the school system, of the juvenile court, of standards of child protection in industry in all these warring countries has become now a matter of familiar history, on which it is needless to dwell before an audience of educators. But the reaction from this is less familiar. Those among us whose self-interest is promoted by the labor of the unskilled and immature have been quick to remind us that the munition plants and other factories, the commercial establishments, the truck gardens and farms of England required the labor of children in order to turn out the necessary production, but they have never taken the trouble to tell us that this was only the first impulse in England, and that statesmen, educators, social workers, physicians, business men, indeed the entire intelligent element of the empire, quickly began to turn from this and for the past two years especially have been actively building up that which was so

lightly thrown down at the beginning. They failed to tell us that Sidney Webb gave warning a year ago that at the end of the war the entire educational system of England must be built up from the foundation. They failed to inform us that more than a year ago Sir Herbert Fisher, chairman of the Parliamentary Education Commission, introduced a bill providing an educational standard far in advance of any heretofore seriously considered in England. They would leave us ignorant of the fact that an educational revival is sweeping England unprecedented in her history.

They were ready to tell us that the fields and factory centers of France needed the labor of little children and that without this labor France would have failed to perform her share in the great struggle, but they had not informed us that France was among the first to discover her error and to retrace her footsteps; that institutions for the protection, care, and education of children have been built up in France in the very heat of war on more solid foundations and broader lines than ever before; that the appropriation for education in the schools of France has been larger during the past two years than in any previous part of her history. They have failed to picture for our inspiration and guidance the little French boys and girls in desolated villages wending their way every morning to elementary schools through the smoke of battle and the sound of cannon.

All this information should have been published broadcast in America when we entered the European conflict. In default of it our country has made havoc of its child-labor and education standards, and while no important laws have actually been repealed, they have been ignored by those whose duty it was to enforce them and violated with impunity by those who profited through this violation. Recent reports from various sections of the country by our agents who have followed recent tendencies show, for example, in Philadelphia seventy public school classes without teachers when school opened, the majority of attendance officers withdrawn from the staff, 2,000 vacation permits not returned when school opened, and illegal employment in street trades and elsewhere of boys 10, 11, and 12 years, with widespread employment in the tenements and clothing factories. In five cities of Connecticut the number of employment permits issued increased in two years from 3,300 to 7,700, and in Hartford the number of juvenile court cases increased over 80 per cent. Massachusetts shows that the employment of children doubled, and reports from New Jersey, New York, and other States indicate similar serious tendencies.

It was estimated that not less than 40,000 school-teachers in America left their positions within the past year either because called into military service or because they could not maintain themselves on the salaries offered.

Now that peace has come shall be as quick to emulate our European allies as we were in the first instance? We already know that England and France did not wait for the close of the war to begin to build up. Unfortunately we have waited. The work of the wrecking

crew was still scattering the fragments of broken child-labor laws and ruined school systems over the face of the country when the armistice was signed. How much longer must our country tolerate the dominance of this wrecking crew?

The National Child Labor Committee offers itself to co-operate with American educators in a threefold program which we regard as essential to the reconstruction of American institutions. This program is of a national character, but everywhere finds its local application. It is for the purpose of emphasizing its importance that I have been glad to accept your invitation.

Our most obvious duty as a child-labor committee is to maintain proper labor standards. We shall therefore continue to press for laws in every State which will release young children from the burden of industry and give them that freedom we regard as the divine right of every child. No State can consider itself enlightened which permits the employment of any child at regular industrial occupations under 14 years of age, or the employment of any child under 16 at night, or for more than eight hours a day. This much at least is fundamental. This standard of protection is advocated not merely by agencies regarded as educational or humane, but by the leading business men of America. Yet there are sections of the country in which this modest standard is not only absent, but impossible to establish. Agents of the Federal Children's Bureau reported that within forty-eight hours after the action of the United States Supreme Court declaring the Federal child-labor law unconstitutional children of 12 and 13 years were again found on the eleven-hour day shift in North Carolina cotton mills. We are confident that a substantial majority of the people of North Carolina are eager for reasonable standards of protection, but the articulate part of the population—the element that expressed itself on this subject—either operates, controls, or owns stock in these mills which have recently been making phenomenal profits in their industry.

We are being told on every hand that the day has come when Americans must think nationally. I am urging you at this moment to think nationally. I am inviting you to consider whether the mere accident of birth in North Carolina or Georgia rightly dooms a little 12-year-old girl to an intellectual poverty which would be considered a disgrace for a little girl in Maryland. Has not the time come when teachers everywhere must recognize that the American child is an American child entitled to that degree of life, liberty, and the pursuit of happiness which our forefathers fought and died to secure, and which their descendants have bragged so much about that sometimes it looks as though we actually intended to secure them.

The next part of our program has to do with health. One of the most outstanding lessons taught by this war is the fact that America is not populated by 110,000,000 physical giants. Our fundamental defect has been the apparent belief that health was a professional game to be played by the doctors, nurses, druggists, and undertakers; that the only appropriate place for the great American public was in the grand

stand or on the side lines applauding or criticizing the players. We must learn that health is a great American game in which everyone can take part. Perhaps we have talked enough about disease; let us now talk about health. Obviously the most appropriate place to begin this teaching is in that great army of Americans mobilized every day through the school year in our public schools—an army of 20,000,000. We need a program of health instruction that will abolish that army of stooped, hollow-chested, sallow, anæmic, neurotic invalids now growing to a mal-formed and ineffective maturity. A farmer who would drive into Baltimore with 100 bushels of grain and allow 50 bushels to leak through the cracks in his wagon would be considered lacking in thrift, yet we pour every year \$500,000,000 worth of education into American children without any idea whether they are going to leak. The fact is that they do leak—through eyes, ears, tonsils, adenoids, noses, nerves.

Time must be given in the arrangement of the elementary school curriculum for daily teaching of health. This teaching must be concrete and applied. We must know the physical assets and liabilities of the children in our schools. A pair of scales in each school to record the rate of gain in weight relative to height will tell whether our children are losing or whether they are adding to their physical as well as intellectual equipment, and we shall soon reach a state of development in which we shall acknowledge practically that every child in our public schools is entitled to one scientifically proportioned meal every day. Fundamental to all this naturally is a course in health teaching included in the curriculum of every normal school.

We shall not only learn how to have our children sit in school, how to have them stand and walk, how to develop a proper carriage and posture, but we shall learn that pure air is as essential to the development of manhood and womanhood as pure truth; that light from the sun is quite as vital to a child's life as light from the prophets of history; that if as we have demonstrated, pure air will make sick children well, it is barely possible that pure air will keep well children well.

The third portion of the program is identified with that for which your Association stands—an improvement and enrichment of the American public school. We have allied ourselves with the Emergency Committee of the National Education Association in the interest of Federal aid to elementary education. An army of five and one-half million illiterates in America is a serious handicap to the development of any constructive program and has recently been proven a serious obstacle to quick and effective action in military operations. The illiterate soldier is almost hopelessly handicapped, as training officers repeatedly affirm, but if the ability to read and write is important for a soldier, it is tenfold more important for a civilian. The soldier after all needs principally to learn the art of quick and unqualified obedience. He must learn to move in a mass in conformity with others. His processes are most graphically summed up in the phrase "I do not think, I obey." Not so with the civilian. Unless we descend to the

policy of imitating Prussian militarism, we shall continue, as in the past, to permit the individual a large degree of personal initiative. We shall expect him to think—to order his life according to his tastes, preferences, and conscience. We shall more and more demand that education bring out all the latent powers that exist in each child of the race. This bill calling for Federal aid to elementary education would provide an appropriation of \$100,000,000 a year from the Federal Treasury, distributed among the States according to certain standards to which the States must conform. It will require briefly that our school session must be long enough to mean something, the school curriculum rich enough to mean something, school teachers' salaries big enough to mean something, schoolhouses good enough to put the children in, and health education as a part of the regular school course.

The objection that any child will get an education if he really desires it is threadbare, but in your professional work you meet it frequently—a sort of optimistic fatalism which has condemned many a child to inefficiency and ultimate despair. The rapid educational development of the soldier in our training camps has refuted this tradition. Now that these boys are coming back we trust they will demand for the entire country what the Government so readily accorded them. We may expect them to say, "I wonder why Uncle Sam can give me an English education in the army camp and can not educate my brothers and sisters in the cove?" We may expect them to insist that every one of our 100,000,000 people shall try to see that every American child has an elementary education and it is up to us to see that each other one of the hundred million people shall also urge this standard. They went away boys, isolated by the environment of their little community. They have come back with something of world-view, with some knowledge of what national solidarity means, and, unless they have missed the educational opportunity afforded by this great experience, they are going to insist that every child under the American flag is given a chance during childhood to lay the foundations of complete American citizenship by developing virtue, intelligence, sound health, and industrial efficiency.

President OREM: With our thanks to the speakers we will consider the morning's session adjourned.

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Western High School, Baltimore, Md.,

November 29, 1918.

**EVENING SESSION.**

**Second General Meeting.**

The second general meeting of the Maryland State Teachers' Association was called to order at 8 o'clock p. m. on Friday, November 29, 1918, by the President, Nicholas Orem.

President OREM: The young ladies of the Western Female High

School will sing the Star-Spangled Banner, in which the audience is asked to join.

After the singing of the Star-Spangled Banner the President made the following announcement:

President OREM: It is with regret that we have to announce that the governor is unable to be with us this evening. He desires to express his appreciation for the invitation to speak to you and to say to you that he will surely be here tomorrow morning at the morning session. I have the very great pleasure to present to you again a gentleman with whom most of you have an acquaintance, the superintendent of schools of Baltimore city, Mr. Charles J. Koch. [Applause.]

Maryland State Teachers' Association.

Mr. Chairman, Ladies, and Gentlemen:

In its day this old city of Baltimore has been honored by the presence of many notable school men. G. Stanley Hall and Woodrow Wilson worked at Johns Hopkins University. Our teachers have heard Dr. Judd and Dean Russell, and today we have with us Professors Bagley and Coffman.

The temptation to repeat some of the things which these leaders have said here is very great, but in the short time allotted to me I prefer to call attention to one who is practically unknown to the present generation of Baltimore teachers except as one whose scheme of education has fallen down. It is true that his methods are no longer in use, but as a pioneer in public education he takes high rank among the English-speaking people. His name appears in the histories of education, and then, as far as the younger generation of teachers is concerned, it is forgotten.

In the Baltimore city directory of 1821 there appears this notice:

Joseph Lancaster, Teacher,  
S. E. Cor. Baltimore St. and Tripolet's Alley.

When Lancaster lived in Baltimore there were one hundred and seventy-five private schools in this city. You can imagine what kind of schools some of these must have been. They ranged from the Baltimore Academy to little gatherings of children under women "who had seen better days." No pictures of these schools are extant now, but we may form some opinion of the surroundings from pictures of the Dame schools in London of the same period. It was Lancaster's privilege to introduce a method of making instruction cheap, and cheapness was the one element needed in Baltimore before public schools could be begun.

The city fathers felt that, in spite of the one hundred and seventy-five schools operating in this small city, illiteracy was very common, and they welcomed the monitorial plan of Lancaster, and urged that public schools be opened and managed along these lines. In 1829 four schools were authorized to be opened on the Lancasterian plan. What high hopes this now discarded plan called forth in those days is evidenced by the following extract:

"When I perceived that many boys in our school have been taught to read and write in two months, who did not before know the alphabet, and that even one has accomplished it in three weeks; when I view all the tendencies and bearings of this system; when I contemplate the habits of order which it forms, the spirit of emulation which it excites, the rapid improvements which it produces, the purity of morals which it inculcates; when I behold the extraordinary union of celerity in instruction and economy of expense; when I perceive one great assembly of one thousand children under the eye of a single teacher, marching with unexampled rapidity and perfect discipline to the goal of knowledge, I confess that I recognize in Lancaster the benefactor of the human race.

I consider his system as creating a new era in education, as a blessing sent down from heaven to redeem the poor and distressed of this world from the power and dominion of ignorance."

You will be interested to hear some quotations from the first report of the Baltimore Board of School Commissioners, which I hold in my hand.

"The school in Eutaw street, under the care of Mr. Coffin, was opened on the 21st of September last, and within sixty days was full, one-hundred and eight pupils having been admitted on paying the tuition fee required by the ordinance, and four on the certificate of the committee of the board. From the report of the instructor herewith submitted, and marked A, it will appear that the applications which it has been necessary to decline for want of room, have been numerous since the school was full. This testimony of public approbation can not but be gratifying to the Council, as it is to this Board; and we can not here refrain from expressing our decided approbation of the instructor for the intelligence and persevering industry which he has so successfully developed in bringing into order and placing under efficient but mild discipline so large a school in so short a time, while he has advanced its mental and moral culture beyond our most sanguine expectations. We are now more than ever convinced of the superiority of monitorial instruction over the old method, both for its efficiency and economy, not only from the combined testimony of the most intelligent men, where it has had opportunity to develop its advantages, but from the little experience we have had from this one school; and we do not hesitate to declare our conviction that, in a suitable room, with such classification of the scholars as we shall presently take the liberty of suggesting, the same individual could profitably instruct three times the number he now has under his care.

"The schools in the eastern section of the city, both male and female, were opened on the 28th of September, under the instruction of Mr. Randolph and his daughter. To the male school has been admitted since its commencement one hundred and twenty-three pupils—one hundred and twelve on the payment of tuition fees and eleven on certificate of the committee of the Board. The room in which this school is taught is far less suited to the purpose than even the one on Eutaw

street, and it would not surprise anyone who visits it if little discipline or improvement were found among one hundred and twenty boys crowded into a space hardly sufficient for fifty. There has, however, even here been an evident advance in some of the branches of study; and a more suitable room, which the commissioners have hopes of being able to obtain, would, no doubt, give opportunity for much improvement in the condition of this school."

#### Report of Mr. Coffin.

"As regards the plan of teaching which has been pursued, that of no individual has been implicitly followed; but I have endeavored to profit by the experience and opinions of others, avoiding what I conceived to be useless or not adapted to further the advancement of my pupils.

"The plan, of course, agreeable to the requisitions of the law, is monitorial; but I by no means depend upon the monitors to teach what they themselves do not understand. Their principal business is to preserve order and to hear the tasks that have been committed to memory.

"This arrangement relieves me from a great part of the usual drudgery attendant on the common mode of teaching and gives me time not only to examine the classes, but to communicate the instructions in the higher branches, which could not with propriety be committed to monitors.

"It is also my practice to impart instructions and give explanations to the whole school at once.

"This is denominated simultaneous instruction. I will give a few examples to illustrate my meaning. I propose a sum in arithmetic, say, in addition. I put down the figures and make the scholars add up the sum together, and tell what figures must be put down as the amount, and the reasons why they are thus put down. In like manner I proceed with the sums in the other rules of Arithmetic.

"In English grammar they are made to repeat the definition of the parts of speech and rehearse what had been previously learned and recited to the monitors.

"Familiar illustrations are also given and easy sentences proposed to be parsed and explained. The same course is pursued with respect to geography.

"Simultaneous spelling and defining also makes a part of every day's exercise. In this respect my plan differs from that of all others; for in all of the schools where simultaneous exercises have been adopted attention is paid merely to the spelling of the words, a practice which falls far short of the object which should be had in view, especially as the orthography and definition can be learned so as to be remembered much quicker than the orthography alone, and I hope that the time will soon arrive when a mere spelling book will not be sanctioned by an intelligent public.

"In place, therefore, of cards and a spelling book I have made use of Hazen's Symbolical Primer and Speller and Definer, in which the meaning of every word is explained. In the Primer the first 500 words

are explained by symbol or picture. By the use of this little book and by the aid of monitors several boys have learned to read tolerably well in less than three months, besides learning to spell and define nearly 700 words in 'The Speller and Definer.'

Time will not permit me to continue along this interesting line, and I shall close with a description of a schoolroom, also taken from the old official records:

"The internal arrangement of the rooms (we speak of those constructed for the purpose) is perfectly uniform and regular. The floor is an inclined plane, rising about 4 feet in its whole extent as it recedes from the master's desk. The master's desk is upon an elevated platform, standing at the lower end of the room in a space of 12 or 14 feet in length, where also are two smaller desks, occupied by the monitors general. There are two ranges of desks and seats receding from this space, at which the scholars sit, with their faces toward the master, so that, with the rise of the floor and his own elevation, he can command a full view of any scholar in the room. There is a narrow passage or middle aisle between the two ranges of desks to facilitate the communication with them, and a wider passage or aisle on either side. There are twenty desks in each range. The seats are single, detached and separate, so as to prevent the boys from pressing upon and incommoding each other, and that they may disengage themselves more readily when drawn out into the aisles. Each of the forty desks accommodates nine boys, and there is a single desk, somewhat raised, attached to the end of and placed athwart the longer desk, at which the monitor of the class sits; so that the whole school is divided into two battalions of twenty decades each, besides the two monitors of order or monitors general.

"Each desk, with its range of nine seats, occupies a space in the length of the room of 3 feet, including the space between the seats and the desk immediately in the rear, which is sufficiently wide for the boys to pass to and from their seats without confusion or danger of being hurt. The tops of the seats are 8 inches by 6, and the legs, which are of plank, spread out a little, and are firmly battened to the floor.

"The whole length of room required for a school of 400 scholars, upon our plan, is as follows: Fourteen feet for the space upon which the master's platform and the two monitors' desks (placed somewhat in advance of the master's desk, but below the platform on the common floor) are situated, leaving, of course, a suitable part of that space in front, between them and the first range of common desks; 60 feet for the ranges of twenty desks and seats, having a space of 3 feet from the front of one desk to the front of another, and from 4 to 6 feet at the upper end of the room for the purpose of communication—making in all a length of 78 to 80 feet. The breadth of the room, which is from 45 to 49 feet, is occupied as follows: Space between the two ranges of desks, or middle aisle, 3 feet; length of each desk, including that of the monitor, 15 feet 6 inches, two of which make 31 feet, leaving a space of

from 5½ to 7½ feet for each of the side or exterior aisles, clear of the range of the monitors' seats. As the classes are drawn out into the side aisles for reading and mental arithmetic the larger space is to be preferred, that each scholar may be distinctly seen, and that they may not crowd too closely upon one another.

"Each scholar has a space of 18 inches at the common desks. The monitors' desks occupy about the same space. They have a falling lid and a compartment underneath sufficiently large to hold the reading and copy books, the pencils and other utensils of the class, except the slates, when not in use. The common desks have no such compartments. There is a small, flat range of about 4 inches width on the top of the desk, into which the inkstands are sunk, one for every two boys, and into a recess in that flat range, and in front of each boy, the slates are carefully deposited when they have done using them. All the rest of the implements are in charge of the monitor. The face of the desk has a very gentle slope, that a ledge to prevent things from sliding off may be dispensed with, and should be so low with respect to the seats that the boy may sit erect and without constraint when his arm and elbow are resting upon it.

"Eight or ten movable ventilators of large size are placed in the ceiling. The windows are large, and in the house now building are made upon the French plan, and are divided into four parts or casements, that the whole or a part may be thrown open at pleasure. The room is 16 feet high at the lower and 12 feet high at the upper end, so that ample provision has been made for the proper admission and distribution of air and light. It is better to have no windows at either end. The entrances are two, one on each side of the master's platform, on the common level of the floor, and each door opens into a small recess or bulkhead, for the sake of privacy in summer and to break the current of air in winter."

CHAS. J. KOCH, Superintendent.

President OREM: Unfortunately the soloist who was to entertain us at this point is ill and unable to be with us. We have, however, in addition to the speakers we had this afternoon, two speakers of well-known national reputation, men who are rendering a patriotic service to the nation in these times. The first will be Dr. Lotus D. Coffman, Dean of the College of Education, University of Minnesota, who has, or will have, the business of directing the nation-wide effort to the returned disabled soldiers—Dr. Coffman. [Applause.]

#### EDUCATION: A NATIONAL ASSET.

In every crisis there are always two contending modes of opinion—one represented by the conservative, who harks back to the good old times where affairs are presumed to have existed in simple and in stabler relations, and the other is represented by the radical, who wishes to break with tradition and put the emphasis upon the unsettled

elements of current life. These two groups are found today contending for supremacy in the fields of politics, religion, and education. In education the conservatives are overcome with a sense of the crowdedness of the curriculum; they say that a change is sought simply for the sake of a change. The radicals, on the other hand, insist that the only cure for democracy is more democracy; that the only cure for educational ills is more education. In their efforts to secure recognition both are likely, particularly in such a crisis as we are passing through, to lose sight of certain fundamental considerations that are today shaping thought and determining action.

One of these considerations or principles is that education is not static. It differs with the centuries and it varies with countries. The educational ideals of one age are not those of the next and the educational practices of one country are not those of another. Education, in other words, is always closely and highly related to the social and political life of a people. The freer the political institutions the more widely scattered are the schools; the more controlled the political institutions the more controlled are the schools. The chief means of control in an autocracy in the military system; the chief means of control in a democracy is popular education.

This relationship between popular education and democratic society is one that American people feel with responding devotion. It is a thing in which we have taken pride and of which we have boasted. It is one of the fortunate results of the institutional history of this country, and yet it has been responsible for or at least accompanied by certain highly colored local and provincial conceptions of responsibility.

But the isolation and snug sense of security of the community has been broken down by the war. Now, for the first time in the history of America, we are thinking about it more nearly as one person. Formerly when strikes occurred in any part of the United States we gave little heed. But while we were fighting let a strike occur in the spruce forests of Washington or in the shipyard of Hog Island and every loyal, patriotic American felt a thrill of indignation run up and down his spinal column.

Our attention has been turned to other phases of national welfare quite as truly as to those related primarily to the winning of the war. We have discovered, for example, that our educational system has been local and provincial in character in that it has given little consideration to the education of adult illiterates, of whom there were nearly three-quarters of a million of the first draft age. Adult illiterates are not found in any one locality; they are found everywhere. The removal of adult illiteracy is not a matter which pertains to the welfare of Baltimore or Maryland or any particular section of the country. It is not local; it is a national problem.

Similarly the education or Americanization of non-English speaking literates is a problem which is not limited to any locality. The foreign element in our population is massed in many centers, but those centers are scattered everywhere. Unless the nation provides a program

which will insure the amalgamation of these and of later groups which may seek American shores in peace times, curious doctrines and strange creeds will continue to operate, and may indeed be intensified as disintegrating factors in American political life.

But we are not concerned merely with the principle that education is not static; we are also concerned with the fact that the burden which rests upon any given generation is continually being shifted from one institution to another. The scope of the school's power and influence is widened in direct proportion to the breakdown of activities in other forms of institutional life. New subjects have been introduced into the curriculum not because the schoolmaster has asked for them, but because of pressure created by outside forces for the satisfaction of immediate needs. One can observe the same general tendency at work at the present time for the introduction of instruction in health and physical education in the schools. The reports of the War Department with reference to the disability of young men in the first draft shows that we have been negligent with reference to this important matter. Physical disabilities are not matters which pertain to the welfare of people in any particular locality. They are, quite the contrary, matters of general interest which affect the welfare of people everywhere. It should seem that the time has arrived when health should be regarded as a social rather than as an individual matter and that it should receive public support at the hands of the Federal Government.

There is a third principle which underlies all of our discussions of education in this country—a principle, however, which has not been fully realized. I refer to the principle of equality of educational opportunity, which we believe and insist is the right of every American-born child, but equality of educational opportunity does not exist; it is still a dream. Abundant evidence is available to show the truth of this statement. One or two facts, however, may serve to make it clear. The average country boy, for example, receives forty days less of schooling each year than the average city boy, and 40 days a year in eight years means three hundred and twenty days, or two full school years which the average country boy loses in educational opportunity as compared with his city friend.

England and France are both taking the necessary steps to prolong education. England recently passed a bill providing for continuation schooling up to 18 years of age and France now has before the Chamber of Deputies a bill providing for continuation schooling for boys up to 18 and for girls up to 20 years of age. America has taken no such stand as this. As yet she does not appreciate sufficiently the fact that those nations which succeed in the future will be the best educated nations. The four or five years of training which England and France are providing for their children beyond the training provided for American children will make a tremendous difference in favor of the industrial, social, and spiritual life of her people in the long run. Here again we have a problem which is essentially national in nature and in scope and which is deserving of the attention of our Federal Government.

All these questions and problems are a bit intensified by the crises through which we have been passing due to the war. There is one other that should not be overlooked; it is that the present social situation really requires that more attention be given to the training of the so-called aesthetic faculties than has been given to them before. In our haste to provide for the industrial future of the country it will be easy for us to forget to make adequate provision for the leisure hours which our people must spend.

These four principles have been discussed primarily for the purpose of calling particular attention to the change in point of view in education as related to certain important aspects of education that are deserving of immediate attention. These questions are considered in a bill now pending before Congress for the establishment of a Department of Education. This bill should receive the encouragement and support of the school people of this country.

President OREM: I have been told that had there not been coined the term "Hooverize" there would have been a word of similar meaning—"Walcottize."

The next speaker has recently returned from Europe and has a distinct message for us, the Hon. Fred Walcott, Assistant Federal Food Administrator. [Applause.]

#### ADDRESS OF MR. F. C. WALCOTT.

It seems to me that it may be worth while taking a little time today to tell you in detail a portion of the history of the happenings at Chateau Thierry, perhaps the most vital moment in the history of civilization, the turning point of this war. Mr. Hoover and I had unusual opportunities to see what had happened and to hear the details of it from that wonderful French general, General Degoutt, who was in command at that sector.

About a year ago—it was last December—the Supreme War Council met at Versailles and sent the following message back to the President: "We have concluded that the Germans will begin their great offensive in the early spring. They outnumber us seriously and we shall probably be forced to retire slowly; we anticipate that our retirement may have to keep up almost to the gates of Paris. Unless America can have ready by the month of June at least 500,000 trained troops it is probable that Paris will be taken." It was as blunt and direct as that. Those who knew the prospects at that time were chilled; it threw the responsibility of saving Paris on to the American people, and gradually the details began to be worked out. This offensive began on the 21st of March. In April they cabled Washington to send four divisions a month until further notice. We had only reached a monthly shipment of 50,000 men by that time. We jumped in May to 110,000, and in June another cable came: "You must ship until further notice 300,000 troops a month." The question of ships was a vital one. We had to call on England and she furnished enough ships in a few weeks to take over

the balance, and that schedule was maintained clear through last month, averaging approximately 300,000 per month from July to November. The result of that exhibit was a lesson to the German general staff. It convinced them that it was only a question of weeks and months, that it was an arithmetical problem. What we were doing was so stupendous in character that it broke their morale.

In April things were going badly as the result of the first offensive, which was begun under cover of darkness as a surprise attack, and the English, outnumbered, were forced to retire. The second was against the French, and the French had to retire, but these two surprise attacks forced upon the allied armies a united command. It had been talked of before. A resolution was adopted by the Versailles Council that the command of the allied armies in France be united under General Foch. There was no debate. They were in desperate circumstances, and then General Foch put into operation a plan which was absolutely essential to success, and which would not have been possible before. On one chart is collected every twenty-four hours the various movements of each German division, so that the net result of having 600 miles on one map instead of four as formerly, with a small mark to represent the location of every German division, is perfectly tremendous. The information is collected through German prisoners, aeroplane photographs, and men with their eyes and ears open. That map shows exactly where the greatest concentration is taking place; the whole purpose of it was to prevent a surprise attack, and it succeeded. There were three surprise attacks which brought disaster to the allied forces. This unified intelligence service was quickly organized and working by the middle of June.

Now let us see what happened. By the end of June the concentration on that chart appeared to be near Chateau Thierry, about half way between Soissons and Rheims. The result at best was going to be doubtful. The whole safety of France hung in the balance. The evacuation of many of the villages between Soissons and Paris had taken place. One million four hundred thousand people had left Paris by the first of July. When we arrived, a few days after the battle of Chateau Thierry, the streets of Paris were deserted; not over 300,000 or 400,000 people were left. Many of the villages, as we motored along toward the front, were practically deserted. On the 15th of July the Germans began feeling their way with long-range, heavy-caliber guns, firing toward the French and American lines; and for three days that kept up, eventually coming down to the smaller caliber guns. During those three days the machine gunners of the German line crept up under cover of darkness and occupied a place about three miles nearer Paris than Chateau Thierry, a place that will always be known in history as the most advanced position toward Paris, called Belleau Wood, a wood of about 100 acres of second-growth hard wood with dense undergrowth. It was a low-lying piece of ground flanked by low hills. The hills had been taken by the Germans, who had established entanglements and entrenchments there. Belleau Wood literally bristled with



DR. DAVID E. WEGLEIN



machine guns. The undergrowth has been cut away in front of each gun in a radius of 15 to 18 feet, so that the attacking parties coming through could be seen in the open before the Germans began to fire. A hurried conference was held between the French and American officers, General Degoutt, General Edwards, General Bundy, and others, representing the army that held that sector, General Degoutt in command. The situation was critical. Some of the French soldiers were telling our men that they believed the only thing left for them to do was slow retirement with heavy rear-guard action. You could not say the Frenchman was frightened, for he is never frightened, but discouraged. At 3 o'clock on the 18th day of July they threw into that breach, against the very apex of the German army, three American divisions brigaded among the French. You can't be on French soil many hours today without hearing the numbers of those divisions. Every man, woman, and child in France knows them. See that you never forget them—the First, Second, and Twenty-sixth. There are many others—the Twenty-eighth, Thirty-second, Forty-third, Fourth and Fifth—which were gradually brought in; but those three divisions stood at the apex. The Twenty-sixth had marked their motor trucks "Y. D." They were known as the "Yankee Division." The Frenchman and everybody now calls them the "Yankee Devils." They correspond to the "Blue Devils" of France, and the French will tell you that no men ever fought harder than those men fought for these three vital days that turned the tide. They had thrown themselves in wave upon wave; their casualties in a few days had reached 50 per cent among the men and 55 per cent among the officers; the marines of the Second were thrown in, then the rest of the Second, then the First, then the Twenty-sixth. As we walked through this wood the terribleness of those hand-to-hand struggles was in evidence everywhere. They had scarcely finished burying the dead when we were there. Some of the near-by villages were still smoking. Dead horses were in the road covered over with a little chloride of lime. Bodies were stripped of their clothes and buried where they fell, here a German and there a Frenchman or an Americans, and as we walked through these nests of machine guns with the guns still in place we could see the hand-to-hand conflicts, the clothing ripped by a bayonet or a helmet battered with the butt of a musket. A leather cartridge pocket had been torn off from the belt in a bayonet duel between an American and a German and we picked it up. It had opened in falling and a small Testament instead of a cartridge clip had tumbled out. It was rain-soaked. I opened it, and on the fly leaf was a tender message from the boy's mother—a woman in Indiana to her boy at Paris Island. You go on and on and see the picture of one desperate life-and-death struggle after another. Every man seemed to be fighting to save France, and the French officer with us said: "The American soldiers have saved France. We could not have done it without them. They have not only made this great victory possible, but they have put a new spirit into the French soldiers and into the English soldiers, and from now on it is going to be clear

sailing, and we can see the end." And the end might have been the reverse if they had not gotten there on time. I am reminded of a little anecdote this officer told us as we walked along. It may not be becoming for me to tell it to you here, because we must accept what our men have done with modesty, and the work is only half finished, and we must not do as Germany did after 1870, become power seekers, conceited, and change our philosophy of life. We must hold fast to the ideals of our forefathers, but I want to tell this to you because it illustrates the wonderful magnanimity of those marvelous French officers, who are the most intelligent and courageous men in the world. The day the Americans entered Chateau Thierry a prominent German general was sitting in a small cafe being served by an old French woman, and as he sat there drinking and smoking a courier ran in, saluted, and said, "General, they are here." The German general grunted, waved the courier out, and went on drinking and smoking. A few moments afterward another courier ran in very much excited, saluted, and said, "General, they are here. I am ordered to inform you, sir, that if you stay it will be at your peril." The German general again grunted and said, "Who are here?" And the courier said, "the Americans." The general exclaimed, "Ach, mein Gott, I thought you meant the French," and out he ran.

We motored about 80 miles along the battle line from Chateau Thierry to Rheims. When we were at Rheims we met the indomitable General Gouraud, who had been fighting with one leg and one arm off. He sent us with one of his staff to an observation post near the line built in a tree and camouflaged. It overlooked the front-line trenches as they zig-zag along east of Rheims. The Germans could be seen with the glasses working back of their lines in the French wheat fields harvesting the grain, the French artillery firing over our heads and the German shells bursting in the trenches in front of us, where we felt we ought to be. The French officer said, "Do you know we are using your Americans to play a trick on the Germans? We have brigaded them all through our lines, so that the Germans will get the impression that they are facing nothing but Americans, because they are afraid of them." Again that wonderful generosity in giving the Americans credit. Think of a man that has gone through what those French officers have giving the Americans so much credit for what they themselves had made possible, for overcoming the force they had been resisting for four long, weary years. It is generosity of a kind that we must emulate. We must learn our lessons from them.

You have seen our American boys under fire. They have made good in such a brilliant way that the whole world will ring with their praises for generations. Let us follow that simple-hearted, good-natured, cheerful, smiling fellow when he leaves the front trench and see how he behaves on leave. They are eight days and eight nights in the front line; then they are relieved for eight days and eight nights and they bivouac wherever they can in destroyed villages—villages that are perhaps still smoking. And let us motor along that long, dusty road

parallel with the first line and see that snake-line transport train moving in a cloud of dust over the grain-covered hills of France, sometimes 5 or 10 miles long, moving a whole American division, 28,000 men, or two or three divisions of French soldiers, and as we went along in our motor you would see peering from those covered motor lorries our wonderful American boys. The conspicuous thing is their white, pearly teeth, always smiling through their dust-covered faces; and as we motored slowly along the crowded road we could hear them call out. "Hello Yank, good-bye Yank."

As we passed these destroyed villages we began to learn from the French themselves, as they take possession here and there, why they had returned to their destroyed homes—"because the Americans are here and we know the Germans will never come back." It is a common sight to see our boys sitting in the shattered doorway of a cottage with his boot or coat off, a child on one knee and the mother darning his sock or sewing on a button; and you will see him working in the garden or out in the grain field; he is never idle; he is supposed to be resting, but he is helping the French girls and old men get in their food for the winter; he is always busy. You go by a stream and there you find him in swimming, getting his body clean, and if anybody ever tells you that our boys are misbehaving in France you may tell that person to his face "it is a lie." We saw them under every possible condition; we saw them in Paris; we saw them in the fields; we saw them in the villages and we saw them at the front, and I never saw an American soldier under the influence of liquor. I never saw one of them do anything that his mother or sister would be ashamed of.

Let us follow him through one more stage. What happens to him when he is wounded? How does he take that? He still smiles and shows those wonderful teeth and those wonderful bodies that stand out in such marked contrast to the smaller stature of the European. He is the biggest, the finest-looking specimen you ever saw. But how does he act when he is wounded? We took every opportunity we had to see the frontier hospitals, because the mail service was badly demoralized and the boys had not heard from home for weeks. They would often be lost tract of. Their records of wounded had to be made under cover of darkness, often in a dugout and by candlelight, consequently all kinds of errors are apt to creep in that are unavoidable, and our boys often feel lonely and homesick after being wounded. One afternoon I visited a French evacuation hospital near Soissons, almost in range of the guns, frequently bombarded by the German aeroplanes at night. There were 300 cots all filled. They moved four times in three months, and among the 300 wounded there were about 60 Americans. The casualties were so heavy the Americans had to be taken in with the French; 60,000 American casualties in a month in that Chateau Thierry sector. These fellows were piling into the evacuation hospitals at night, operated, and sent back to the base hospitals as quickly as possible. Let us stop at three or four of these cots and see how our boys talk. I was introduced as a member of the United States Food

Administration to one fellow, a captain from Texas, and the captain said: "You are just the man I want to see. My mother writes me she has not eaten any wheat since last April, and I think you are overdoing it. She is worrying about me and I am afraid this will make her sick. Why won't you let up?" I told him not to worry, that the people in the United States were not being injured, that his mother would not stop her sacrifice until the order was rescinded even if we told her. I thought I had satisfied his mind. I then asked him about his wound and he said, "I have a hole in my hip, but I am not suffering much pain," and turning to his nurse said, "I will soon be around, won't I?" and she nodded gravely. I went on but his nurse soon came after me and said the captain would like to see me again. I went back. He said, "I won't be satisfied unless you promise me that as soon as you get back you will write my mother and tell her she can go on eating wheat." I said of course I would do that. "You mustn't worry about your mother. We are doing nothing in America compared with what you are doing." The nurse walked along with me and I asked her, "How badly is he hurt?" She replied, "I'm afraid he won't live; his spinal column is injured." Another case, a boy sat with his head propped up sipping a cup of tea. He had but one arm that he could use and he was sipping away at his tea. He looked a little bit sheepish as he said, "There is something I would like to ask you to do and I don't think I ought to." I said, "What is it?" (He was a private.) "I wish you would reach under my pillow. I can't do it; I am not just right." (He was paralyzed.) I reached under his pillow and found a small package, and in a kind of embarrassed, apologetic way, he said, "That isn't anything but one of those little bead bracelets, but I would like to have it go to my sister. We are not getting any mail. I haven't heard from home for weeks." Of course I said I would. He said, "It isn't anything." I replied, "My dear fellow, your sister will think that the most precious thing she ever had in her life." He had been hit in the back and the nurse said he would die that night. There he was sipping his tea, smiling, thinking of his sister. Another boy I saw had his arm bandaged. I asked him how badly he was hurt. He said, "Oh, they had to take my left hand off, but it is healing up perfectly; it is about all right now;" and he added, with a sly glance at his nurse, "here I fixed it up with my nurse here to get me a new hand; my trigger finger is all right, and I will soon be back at the Boche."

Soon after the tide of battle turned in July the English, French, and the Americans began to realize that victory was certain, and by the middle of September the officers knew that the Hun could not hold out long. Paris was again filled with people. There was an enthusiasm bordering on elation and certainty born of renewed courage, and through it all one could actually feel the gratitude and the deep affection of the French people for the American soldier. He had done so much to prove the truth of Emerson's prophetic words, written three generations ago: "America is God's last chance to save the world."

This, however, is only the first chapter, and the second chapter may

be more difficult, more terrible, even more costly in human blood, than the first, and America may be called upon to play the leading role in the second chapter. We must now think in national and international terms and realize that there is such a thing as the Good Samaritan among nations as well as individuals. I like to think of the American soldier as typifying a kind of idealism, a love of freedom that has been bred into his very soul. Do you realize that the ancestors of our 110,000,000 people came to these shores from Europe to escape religious and political persecutions, from the landing of the Pilgrim fathers until the present day, particularly the Germans who came in the years following 1848 and 1870, and as we grew and prospered under free institutions Europe was rotting under antiquated institutions and decadent monarchies, and out of this decay arose a monstrous institution, or philosophy, which for want of a better name we call the Prussian system, in which the State is supreme, where might is right, and the individual counts for nothing, merely a cog in the wheels of State. After two generations of systematic cultivation the leaders of this new cult threatened the peace of Europe and craved domination of the world, and then a cry for help goes up from the oppressed nations of Europe which is heard round the world.

It takes a long time to arouse 110,000,000 people with divergent ideas, who had known nothing of war worthy the name for three generations, who had had no impelling force to hold them together as a nation, in reality a group of hybrids, each working out his own destiny under free institutions; but slowly the ideal takes hold. This great, rich, overgrown nation of the Western Hemisphere is awake, and on the 6th of April, 1917, the hundred and ten millions of people pledged all that they have in money, men, and materials to free Europe from the shackles of Prussianism. At the end of a few months the people of this country are as determined and as willing to sacrifice to attain this ideal as the people of France and England. Without help the victory over the Prussian system has been won.

For the last two weeks civilization has looked upon the most cowardly exhibition ever witnessed by the human race—a great army, practically unbeaten, still fighting on foreign soil and among foreign people, which it had ravaged systematically and scientifically for four and a half years, accepting the most humiliating terms, its leaders, from the German Emperor, who left his wife on a sick bed, to the Governor-General of Poland, Von Beaeler, who fled from war-stricken Poland (the destruction of which he was chiefly responsible for) to the Baltic concealed in a river barge, deserting their own people, leaving them to riot and bloodshed, while they skulk away, like the yellow curs that they are, in a desperate attempt to save their own skins. It is a fitting climax to the struggle to rule the world, brought on by a nation drunk with power and demoralized by false teachings.

Now there appears on the horizon another monster—anarchy. Famine is the mother of anarchy, and the only antidote for famine is food. Famine and war have together bred a spirit of discontent that

is blowing over Europe like a pestilential wind, and it must be checked at any cost. We are hearing much of this. On Russia it is called Bolshevism, literally "wanting much," but when analyzed it differs little from Prussianism. Trotsky, the dictator, has declared publicly that he proposed to do away by violence with the Intelligencia, the educated people, that the poor and the uneducated may seize the property and become the governing class. It is a despotism of terrorism that robs the individual of all liberty, makes him subject to the will of the minority. In the case of Russia the despot Trotsky has arbitrarily set himself up to rule over the destinies of 160,000,000 people. The only difference between this system of organized anarchy and the Prussian system is that in the case of Russia the people get their leadership from the uneducated, the inexperienced, whereas under the Prussian system the people are governed by intelligent, trained, though unscrupulous leaders. There must be a safe, middle road between these two forms of oppressive despotism, and it is our duty to find it and pursue it.

We can not forget, it is going to be almost impossible to forgive, but, like good sportsmen, we must not kick our victim after he is down. We must even let him get on his feet again as soon as we are sure he is repentant. We must eliminate hate from our hearts, but we must not indulge in any soft sentimentality. As late as September of this year some of the German officials, both in Switzerland and Germany, were boasting of their ability to carry on the war indefinitely, so far as food was concerned, and it was a fact at that time that Germany was better off for cereals than a year ago. Germany now has access to all the markets of the world, she has ample supplies to take care of herself, therefore we are not concerned with the relief of Germany beyond the point of preventing revolution, and we do not propose to ask the American people to save food for the Germans.

What we must do, however, is to economize in every way, that we may be able to do our full share toward relieving that group of starving nations around the Central Empire which Germany has deliberately tried to denationalize through starvation and deportation. The people of Poland, Roumania, Serbia, and Belgium have practically nothing with which to start life over again—their factories destroyed, their live stock stolen, their food stuffs stolen to feed German and Austrian soldiers. The warring nations of Europe will be struggling among themselves to get on their own feet. Many of them are bankrupt. There is only one nation in the world wealthy enough and able to give these destitute peoples their capital. Out of our plenty we must set up an international building and loan association. We must furnish them with credit, with agricultural machinery, with raw materials, and with food. We must set an example before the civilized world that will demonstrate our altruism for all time, which will justify our institutions in their eyes, that they may follow safely in our footsteps. In this way, and not until we have held out a helping hand to these Allies of ours, will the light of a new day appear to warm the hearts and

gladden the souls of 120,000,000 of people. In this way America can pay her full price, can do her part in bringing peace on earth, good will toward men.

President OREM: With our thanks for these splendid addresses and to the young ladies who sang for us we will consider our evening session adjourned.

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### SATURDAY MORNING, NOVEMBER 30.

#### Third General Meeting.

The meeting was called to order by President Orem.

The audience joined in the singing of the Star-Spangled Banner, led by Miss Beulah V. Orem.

President OREM: I am pleased to present to you the Hon. J. C. Wright, acting assistant director of the Federal Board for Vocational Education, Washington, D. C. [Applause.]

#### AIMS OF THE FEDERAL BOARD FOR VOCATIONAL EDUCATION.

By J. C. WRIGHT

Special Agent for Industrial Education, Federal Board for Vocational Education.

Maryland State Teachers' Association,

November 30, 1918.

#### The Unexplored Field for the Promotion of Vocational Education.

The present great war has shown that the foundation of a nation's strength rests upon her resources in food, minerals, and human power. As the population of the world increases the available area of undeveloped virgin soil not only decreases, but our developed farm land gradually loses its productive strength.

We are therefore being confronted with a problem of food production which even in times of peace is becoming more and more one of intensive farming and scientific agricultural development.

The mineral resources of all nations have played an important part in the evolution of society. It is a significant fact that each step of human progress, as named in the history of man, expresses the essential values of minerals to mankind. The stone age, the copper age, the bronze age, the iron age, and now in the twentieth century we live in the age of coal.

Coal as the great resource of latent energy is demanded not only to meet the war-time expansion of industries, but it must also furnish most of the heat, light, and power for the peace industries, which will be called upon to meet the new demands from the world's markets. The continued production of food and minerals, and their transformation to meet the needs of man, will require increased human intelligence and skill. To meet these demands our future man power must

be technically trained in research for the further development of raw materials and the discovery of new alloys, and greater attention must be given to the conservation of fuels through the invention and improvement of more efficient power-producing plants.

At the same time methods of operation in production, in manufacture, in transportation, and in marketing must be improved so that our natural resources may be conserved, the wastes reduced to a minimum, and the final cost such as will enable our industries to maintain the high wages for labor and compete with other nations in the markets of the world.

We have never been a people of highly skilled workmanship. Our manufacturing strength has largely depended upon our large natural resources in raw material, upon an inventive genius, and upon our ability to organize "big business" to produce in a single plant two automobiles per minute.

With the decrease in our supply of raw materials we are confronted with the necessity of selling more "human power," more technical training and mechanical skill. No other people in the world are better able to acquire a marketable product in education than the people of North America.

This is the "unexplored field for vocational education." We can not begin too soon to meet the emergency. A working program is needed to prepare young men for agricultural pursuits, to train men and women as workers in industry, to instruct girls and women in home making, and to prepare men and women as administrators and teachers in our vocational schools.

#### **The Organization of the Federal Board for Vocational Education— Meaning of the Vocational Educational Act.**

The act is the culmination of an evolution in national appropriations for vocational education. National grants for education in America were made in the early part of the last century. These early grants were given to the States for no specific purpose, without restrictions, without administrative machinery, and without the establishment of safeguards in the expenditure of money. Beginning, however, with the Morrill Act of 1862, the Federal Government has, by a series of acts—the second Morrill Act, the Nelson amendment, the Hatch Act, the Adams Act, the Smith-Lever Act, and the Vocational Education Act—gradually found its way to a philosophy and policy in the use of nation money for vocational purposes—it might be said for vocational educational purposes—since all of this money has been given for the stimulation and support of vocational training.

Each one of these acts has represented an advancement on the part of the National Government in dealing with the problem. Each act has included provisions which made the work more systematic and effective. The Morrill Act imposed but few conditions in the use of the money by the States. The Smith-Lever Act imposed many conditions.

It is safe to say that the vocational education act is the most specific and exacting of all these enactments in its requirements upon the States in the use of Federal money.

In the sweep of almost a century since the early grants were made by the National Government we have passed from the idea of the use of Federal money for indefinite educational purposes to the use of Federal money for very specific educational purposes carefully defined in the statute. We have passed from the idea of no obligation on the part of the State in the expenditure of the Federal money to the conception of a solemn obligation on the part of the State to use the money in conformity with the requirements of the law making the appropriation; from the idea of no machinery, no system, and no organization to safeguard and administer the funds to the idea of a definite system, a thoroughgoing organization, and careful safeguards in order that the Federal money may be spent effectively for the purposes intended.

#### **Purpose of the Act.**

The Vocational Education Act provides a scheme of co-operation between the Federal Government and the States for the promotion of vocational education in the fields of agriculture, home economics, and industry. Under this act the Federal Government does not propose to undertake the organization and immediate direction of vocational training in the States, but does agree to make from year to year a substantial financial contribution to its support. It undertakes to pay over to the States annually certain sums of money and to co-operate in fostering and promoting vocational education and the training of vocational teachers. The grants of Federal money are conditional and the acceptance of these grants imposes upon the States specific obligations to expend the money paid over to them in accordance with the provisions of the act. The State must show the kinds of vocational education for which it is proposed that the appropriations shall be used and the kinds of schools and the equipment of the schools in which the instruction is to be given. The State must set up courses of study, methods of instruction, and qualifications of teachers who are to give such instruction.

With all the restrictions which have been placed around the expenditure of Federal funds as safeguards, the autonomy of the States has been entirely preserved by the following provisions:

1. The Federal Government deals with the work in the States only through an official State Board created by the legislative machinery of the State.

2. The Federal Government deals with the State only in terms of standards and policies and not in terms of particular institutions or individuals. This means standards and policies rather than personalities.

3. The Federal Government deals with a State in terms of the conditions within that particular State and not in terms of the United States

as a whole. This is possible through the provisions of the act which provide for standards but do not specify such standards in terms of equipment, courses of study, or other uniform requirements for the country at large. This co-operation of the Federal Government with the States in the promotion of vocational education is based upon four fundamental ideas:

- (1) That vocational education being essential to the national welfare, it is a function of the National Government to stimulate the States to undertake this new and needed form of service.
- (2) That Federal funds are necessary in order to equalize the burden of carrying on the work among the States.
- (3) That since the Federal Government is vitally interested in the success of vocational education, it should, so to speak, purchase a degree of participation in this work.
- (4) That only by creating such a relationship between the Federal and the State governments can proper standards of educational efficiency be set up.

#### General Provisions of the Act.

Certain general provisions which may be regarded in a sense as restrictions apply to all the States and are in the nature of broad general policies affecting a nation-wide system of education rather than the particular details of the schools or classes within a State. These general principles furnish a large part of the fundamental policy underlying the administration of the act and are given in the annual report of the Federal Board as follows:

"1. All schools receiving Federal aid must be under public supervision or control. This means that privately conducted institutions over which the public does not have control must be supported by other than Federal funds. The Federal funds are public funds, and as such must be controlled by the public, the control within the State being through the State authorities, and the State authorities in turn being answerable to the Federal Government. This is an application of the well-recognized principle that where a dollar of public money goes there must also go public supervision to see that the public money is expended for the purpose and to the end for which it was appropriated.

2. The controlling purpose of this education must be fit for useful employment.

The appropriations under the Vocational Education Act are made for a specific purpose, namely, the promotion of vocational education. It is fair to assume that vocational education has, as its controlling purpose, to fit for useful employment. This safeguard prevents the use of Federal funds for any part of general education, even though that particular part may partake of the nature and methods of instruction usually characterizing vocational education. To determine the controlling purpose several factors have to be considered—

- (a) The amount of time given to the instruction specifically related to the vocation.
- (b) The character of the instruction in so far as it is related to the field of production for which the pupils are being prepared.
- (c) The ability of the teachers as measured in terms of the vocation which they are teaching.
- (d) The plant and equipment as measured by conditions in the field of production for which particular field the pupils are being prepared.
- (e) The number of pupils entering the field of production for which they are prepared.
- (f) The efficiency of these people after entering the field.
- (g) The estimates placed upon the instruction by those already recognized as master workers in the field for which the pupils are being prepared.

3. The instruction in these schools must be of less than college grade. As has already been noted, the Federal Government through other acts has made ample provision for the support of agricultural instruction of college grade. The Vocational Education Act aims primarily to develop a system of vocational instruction for the adolescent youth of the country. This instruction is of less than college grade. With a provision to this effect it is impossible to use vocational education funds for the payment of salaries of teachers giving instruction specifically designed for institutions of college grade.

With these safeguards, the fact that a class is maintained at least in part by Federal moneys granted to institutions as of college grade defines that institution as of college grade and therefore the instruction in it as of college grade. The only way in which a land-grant college may use Federal moneys under the Vocational Education Act for the salaries of teachers is by making a separate organization of vocational classes of less than college grade.

4. The instruction in these schools must be designed to meet the needs of persons over 14 years of age who have entered upon, or who are preparing to enter upon, a vocation.

This provision is based upon the assumption that until a pupil has reached the age of 14 he is unable to determine what vocation he intends to follow. Furthermore, it is assumed that pupils below the age of 14 are not mature enough physically or mentally to profit from instruction of a vocational character. It is well recognized in the United States that the instruction of pupils under the age of 14 is properly of a general rather than a special character. Any instruction of a vocational nature is usually termed prevocational, and is more in the form of giving experience as a basis of intelligent choice of vocation than actual preparation for the vocation itself. In other words, the instruction contemplated by the Vocational Education Act is for persons who have developed physically and mentally to an extent which will enable them to profit from instruction directed toward a vocation and which at the same time is of less than college grade.

5. Every dollar of Federal funds must be matched by a dollar of State or local funds, or both.

It is quite evident that this country is at the present time committed to the policy of giving State or Federal aid to an enterprise carried on in a community only upon condition that the enterprise shall also be supported in part by moneys representing some sacrifice on the part of the community itself. The principles here involved are as follows:

- (a) An individual or a community values most highly and cherishes most carefully the thing in which it has made an investment.
- (b) If an individual or a community really desires a thing enough, it will be willing to support financially the thing desired.
- (c) Federal or State aid is for the purpose of assisting a community and not making it a gift.

In other words, this provision of the law is carrying out to its logical conclusion the requirement that schools receiving Federal aid must be under public supervision or control, since this requirement adds that they must also be publicly supported.

6. Reimbursement from the fund for salaries of teachers will be made to schools only for salaries of those qualified under the standards set up in the State plan and approved by the Federal board.

The essential of this requirement is that the money shall be expended only for the salaries of those who are to do the teaching or supervising. It is a well-recognized principle in education that the success of an educational enterprise depends more upon the teacher than upon any other single factor. While great stress is put upon proper plant and equipment, it is still necessary to recognize that there was a great deal of truth in what President Garfield said:

"Give me a log hut, with only a simple bench, Mark Hopkins on one end and I on the other, and you may have all the buildings, apparatus, and libraries without him."

Incidentally it is to be noted that when a fund is used solely for the salaries of teachers it is much easier to see that the money is properly spent than it would be if the fund might be used for other forms of maintenance, especially where many institutions in a State are to be considered.

#### **New Relationships With the States.**

The relationship of the Federal Government to the States, as provided in the Vocational Education Act, differs in a number of particulars from the relationship provided in the Morrill Act, the Nelson Act, the Hatch Act, and the Smith-Lever Act. In these four latter acts provision is made for the Federal Government to deal with a single institution in each State, with a few exceptions where two institutions were to be dealt with. It was necessary, therefore, in most States to deal with a single board of control for one institution and to expend the money in the affairs of one institution only.

Under the plan of administration set up by the Vocational Act, the

Federal Board has no dealings directly with any institution inside the State. It does not say that a scheme of teacher training shall be carried on by this, that, or the other institution. It does not say that vocational instruction shall be given this, that, or the other school. It can not say this, but it does pass upon the scheme for teacher training proposed by the State covering all such things as entrance requirements, length of course, content of course, method of instruction, and graduation requirements. It does pass upon the plan of vocational education proposed for the schools of a State, including plant and equipment, minimum for maintenance, course of study, and qualifications of teachers. When this plan has been approved it becomes the duty and responsibility of a State to select some institution or institutions inside the State to give the teacher training in conformity with the plan. It also becomes the duty and responsibility of the State board for vocational education to pass upon the question of whether or not certain schools have met the requirements of the act and the standards set up in the plan, and it is the duty of the Federal board to see that the State board does carry out its plan of teacher training properly in the institutions which has been selected and to see that the institution approved by the State board is in conformance with the plan proposed by the State.

#### **Agencies of Administration.**

The machinery established by the Vocational Education Act is devised to secure effective co-operation in promoting vocational education. The law provides for the appointment by the President of a representative Federal Board for Vocational Education. The members of this board are the Secretary of Agriculture, the Secretary of Commerce, the Secretary of Labor, and the Commissioner of Education, together with three citizens, who represent, respectively, the labor, the manufacturing and commercial, and the agricultural interests of the nation.

The staff appointed by the Federal board for carrying out its policies relative to the administration of the Vocational Education Act consists of a director, who is the executive officer, a chief of the Division for Vocational Education, and four assistant directors, one for agricultural education, one for industrial education, one for home economics education, and one for commercial education, and regional and other agents reporting immediately to the assistant directors, a chief of the Division for Research and a staff of specialists and experts reporting immediately to him.

The two most important factors in the success of a State program for vocational education are supervision and teacher training. Proper provision for supervision and an adequate plan of teacher training in operation insure success.

The Federal board is concerned with State administration and supervision because the State boards are the co-operating agencies with the

Federal board for the promotion of vocational education. The Federal and State boards become partners in carrying out the provisions of the act. The duties of each partner are specific in the law. The success of a partnership depends upon the ability of each member to carry out his part of the agreement. The provision which a State makes for administration and supervision is the best single index of the ability of the State to carry out its part of the agreement set up under the terms of the Vocational Education Act.

The State board is concerned with State administration and supervision because the State has placed upon the board the responsibility of co-operating with the Federal board in the promotion of vocational education in the State and because the State and Federal governments have placed upon the State board the responsibility of disbursing Federal (and State) funds to schools which meet certain specific requirements and conditions. A State board can perform this double task of promotion and inspection only through representatives who are qualified by training and experience to encourage and stimulate, to advise and assist, to inspect and suggest, to approve and disapprove.

Both the Federal board and State boards are vitally concerned with the question of so equipping the State board for vocational education as to enable it to discharge properly the responsibility placed upon it by the State legislature and Congress, and to maintain its own prestige in the State. There has been much discussion to the effect that vocational education would be unable to maintain its standards and justify its existence if administered by the same board which administers the general education of a State. The sure way to prevent any such occurrence is to provide the board with a trained staff upon whose recommendations they can rely. Such a provision would also have a salutary influence upon the attitude of the State toward proper assistance to the board in the administration of general education. In 32 States the State Board of Education has been designated as the State Board for Vocational Education. With two exceptions the executive officer of the State Board for Vocational Education is either the State superintendent of public instruction, the commissioner of education, State superintendent of schools, secretary to the Board of Education, or the chairman of the State Board of Education.

No absolute standards for administration and supervision may be projected for the country as a whole. What is adequate for one State might be entirely inadequate for another. The provisions which a State makes will necessarily depend upon conditions in that State. It should be noted, however, that the number of schools in operation is not the sole mark of need of supervision, since the promotion side of supervision in some States may be more needed than the actual inspection of schools under way.

A complete system of State administration of vocational education involves the following duties:

**1. Directional:**

- a. Outlining policies to present to the State board.
- b. Preparing State plans (with assistance of specialists).
- c. Directing the promotion of vocational education.
- d. Medium between State and Federal boards.
- e. Directing work of vocational staff.
- f. Preparing forms for reports of vocational schools and teacher training classes.
- g. Recommendations to State boards regarding schools and classes for approval and reimbursement.
- h. Bringing together all parties interested in vocational education to the support of a State program.
- i. Educating the State as to the meaning of vocational education.

**2. Supervisory:****A. Fields of supervision.**

- a. Agriculture.
- b. Home economics.
- c. Trades and industries.
- d. Teacher training.

**B. Duties within each field.**

- a. Assist the directive officer in special field.
- b. Inspect schools.
- c. Assist teachers in improving work.
- d. Studying conditions of State in special line with a view to recommending establishment of schools or classes.
- e. Assisting in establishment of schools or classes.
- f. Preparing bulletins and other special literature.

The act establishes the following funds:

- 1. A fund for payment of salaries of teachers, supervisors, and directors of agricultural subjects.
- 2. A fund for the payment of salaries of teachers of trade, home economics, and industrial subjects.
- 3. A fund for the maintenance of the training of teachers of agricultural, home economics, trade and industrial subjects.

Within the States, severally, funds are to be distributed by State boards in accordance with two conditions:

(1) One-third of the appropriation, if expended, must be applied to part-time schools or classes for workers over 14 years of age who have entered upon employment. This provision is mandatory, but it does not mean that a State must spend for part-time schools or classes one-third of the fund apportioned to it for trade and industrial education. It means that one-third of this fund can not be spent for anything else than part-time instruction, as described in section 11 of the act.

(2) Not more than 20 per cent of the money appropriated for trade

and industrial instruction may be expended for salaries of teachers of home economics. (From the Annual Report Federal Board for Vocational Education.)

### What is the Function of a Vocational School?

While vocational schools are in general organized to fit the individual for profitable employment, they are specifically directed toward assisting two types of individuals, first, those who are preparing to enter employment; second, those who are already employed.

#### The Unemployed.

To prepare young men and women for employment we must have special or separate schools with an extensive equipment and buildings. These must approach as near as possible the actual conditions of the farm, the industry, or the home. In agriculture the school must be prepared to give boys a practical experience in farming. It must, therefore, have farm lands, farm animals, farm machinery and a laboratory in which to conduct farm experiments.

The law requires a six months' supervised project in farming to be carried on under the direction of the teacher. The act has been surrounded by these safeguards in order to insure the purpose of the school being carried out.

In trades and industries the responsibilities for training workers has been rapidly shifting from the industry itself to other agencies, private or public. This shifting has been in a large measure a direct consequence of industrial development and of generally recognized changes in industrial organization. The large variety of industrial occupations for which training may be given presents a much larger problem in the erection of buildings, purchase of equipment, preparation of courses of study, and the training of teachers than exists in other kinds of schools. As a result of this condition schools intended to prepare for entrance into employment have usually confined their activities to certain typical occupations, such as the building trades, the metal trades, printing trades, and to those special industries in which a very large portion of the population of the community are engaged, such as textile mills, mining and steel plants. Here again the school must possess buildings and equipment which bring the pupil into close contact with trade conditions. The subject-matter in the course of study must include trade experiences through practical projects and through the instruction of one who is himself a master of the trade. When well-organized and equipped with machinery and laboratory facilities and supplied with qualified teachers these schools should enable the pupil, after employment, to progress rapidly in the trade to positions of leadership. This is possible because of the opportunity for presenting a well-balanced course of study in the technical and general information relating to all phases of the industry.

Home economics schools, intended to prepare girls for useful em-

ployment as home makers and house daughters engaged in the occupations of the home, are more fortunate than either agricultural or trade industrial schools, since most girls may be expected to look forward to the time when they are to be the mistress of a home. The organization of these courses naturally becomes much more simple in subject-matter and in the selection of equipment than for either of the other kinds of schools.

While the school which proposes to prepare young people for entrance into employment is ideal in theory, in practice it must be recognized that most persons enter upon employment without making a definite choice of life work, and there are, therefore, not definitely candidates for any specific course of day-school training. Moreover, in industry relatively few trades have enough content to make up an extended course of study for a day vocational school, and finally, the per capita cost in a separate day vocational school is high—usually much higher than it is in secondary schools giving general education. Since preparation for entrance into employment is the function of the day school the community should give careful consideration to these limitations in determining what kind of day vocational schools it should establish.

#### **Part-Time and Evening Schools for the Unemployed.**

Schools for those who have already entered employment are of two types: First, for those who are employed under such conditions that they can give a part of the regular hours of employment to educational work, and secondly, those for persons who must secure their further education, if at all, outside regular working hours. The former are known as part-time schools; the latter as evening schools. An estimate published in the "Vocational Summary" shows that between eight and nine million of our boys and girls in the ages of 14 to 20 years have not attended any sort of school, public or private, day or evening, during the past school year. The number may be a million, more or less, than the total given in the following table, which is based upon returns of school attendance at the last Federal census, but it is improbable that conditions have so changed in the past eight years the country over as to invalidate very seriously calculations based upon census returns. However wide a margin of error one may allow, the irreducible minimum not in school of the population in the ages 14 to 20 years remains so large as to make the social need of evening and part-time instruction very apparent.

AGE AND SEX.	Estimated number in 1918.	
	Gainfully employed.	Not in school.
BOTH SEXES.		
14 to 20 years.....	7,130,000	8,740,000
14 and 15 years.....	1,210,000	990,000
16 to 20 years.....	5,920,000	7,750,000
BOYS.		
14 to 20 years.....	4,640,000	4,390,000
14 and 15 years.....	820,000	512,000
16 to 20 years.....	3,820,000	3,880,000
GIRLS.		
14 to 20 years.....	2,490,000	4,350,000
14 to 15 years.....	390,000	480,000
16 to 20 years.....	2,100,000	3,870,000

As regards the need for practical vocational training of the boys and girls leaving schools each year figures published in the annual report of the commissioner of education are significant, although the number among the public and private school graduates and eliminations each year who have received any training that can be properly designated vocational can not be accurately determined.

The 1917 report of the commissioner of education classifies public and private high-school students as enrolled in academic, commercial, technical or manual training, teacher training, agricultural, and domestic economy courses. These groups show for the year 1915-16 the following distribution of enrollments in courses:

**PUBLIC AND PRIVATE HIGH SCHOOLS—STUDENTS ENROLLED  
IN LEADING COURSES OF STUDY: 1915-16.**

	Number.	Per cent.
Total.....	1,905,528	100.0
In academic courses.....	1,265,449	66.4
In commercial courses.....	260,413	13.7
In technical or manual training courses.....	130,734	6.9
In training courses for teachers.....	38,456	2.0
In agricultural courses.....	64,749	3.4
In domestic economy courses.....	145,727	7.6

Modern conditions of employment do not give the apprentice an opportunity to secure a general training. Manufacturing processes have become so highly specialized under "piece work" conditions that relatively few workers in industry are more than individual machine operators.

Census estimates show that approximately one and one-half million boys and girls are yearly leaving school to enter employment, and it is safe to say that only a few of these have received any kind of vocational training. This large number entering annually into wage-earning occupations goes to swell the large army of the untrained. Here, then, we have an almost unlimited field for the promotion of vocational education. The evening school, organized to meet the needs of the older workers, who desire to extend their trade knowledge and mechanical skill, and the part-time school for the younger employees.

The large attendance throughout the country in evening vocational schools wherever they are opened shows that the worker welcomes an opportunity to supplement his experience and training.

The part-time school on the one hand extends to the younger worker the opportunity of a practical training during a part of the working day and on the other hand guarantees to the employer an employee, who, through preparatory or trade extension courses, is more likely to become a master workman in a much less period of time.

Communities should recognize that the expense of buildings, equipment, and instruction is relatively much less in the part-time and evening school than in the day vocational school, and that the instruction is given to those already employed, and who are therefore the most likely to profit by the training.

#### **The Need for Trained Teachers.**

In selecting teachers for vocational classes two fields of supply have been open in the past—the usual normal or college-prepared teacher and the man or woman selected from the trade because of his or her mechanical skill. Neither of these have possessed all the qualifications necessary for success in a vocational school. The one comes without a knowledge of the subject-matter to be taught and without the ability to make a practical application of his instruction. The other comes unprepared in the science and art of teaching.

The problem of the director of vocational education is then to establish teacher-training classes which will supply these schools with men and women trained, not only in the subject-matter and technique of the trade, but also in the science and art of teaching.

It is generally recognized that three kinds of teachers are needed in these schools—the teacher of shop subjects, the teacher of related subjects, and the teacher of nonvocational subjects. Experience goes to show that shop teachers may best be prepared by selecting men or women who are already masters of their trade and supplying their lack of technical and professional knowledge through teacher training courses. Teachers of related subjects are usually found among the

graduates of technical or engineering schools, while teachers of non-vocational subjects should be selected because of their general educational preparation, ability to instruct, and vocational viewpoint.

The problem of training teachers is an immediate one. There is a constant growing demand for qualified teachers in these schools. The act requires each State using Federal funds to begin its program of teacher training not later than the year 1920, and as a guarantee that State and Federal money given as aid to approved schools is wisely spent it is necessary that a program for training teachers be put into effect at the earliest possible moment.

#### **The Rehabilitation of Returned Soldiers and Sailors.**

The Federal board has been designated by Congress to re-educate the crippled and disabled men of the United States land and naval forces. These activities consist of a re-education to fit the men for some job or profession. The object toward which the education will be directed is determined at the earliest possible moment, even while the men are still in the hospital. The men who pass through the hospital may be grouped in two classes—those who pass out with their earning capacity unimpaired and those who acquire re-education to make up the deficiencies caused by their permanent incapacity through injury received in service.

The Federal board has the duty of helping the first class to secure desirable employment. It has the duty of re-educating the second class and placing them back in civil life. The obligation laid upon the board by the law, relative to the disabled men, includes:

1. Advisement, to ascertain what the man may want to train for, and to guide him into that vocation best suited to his capability and which offers most substantial expectations of steady and remunerative employment.
2. Training, by which after his aim is decided he is made efficient in a trade or profession.
3. Placement which graduates him out of the student and into wage earning or self-sustaining class.
4. To make the course available without cost for instruction, and under such conditions as the board may prescribe, to any other disabled men, who after discharge from the service are entitled to compensation under Article III of the War-Risk Insurance Act.

"The Federal Government proposes to discharge in full its obligation to disabled soldiers and sailors by re-establishing them in civil life. This social responsibility it does not feel free to delegate to any private agency, and such agencies as will co-operate in the great work must recognize the public interest and must submit unconditionally to public supervision and control. Rehabilitation is not merely a duty, it is a privilege, and one which the public does not choose to resign. It is the privilege of that social organization which represents the whole

body of our citizenship, and not of any voluntary organization, however large. War is not a voluntary enterprise in any of its aspects, and the return of disabled men to civil employment is an exercise of war power and the discharge of a war obligation."—(The Summary.)

A writer in an English journal says:

"Our eyes look out on a Britain daily more and more peopled by sufferers in this war. In every street, on every road, and village green we meet them—crippled, half-crippled, or showing little outward trace, though none the less secretly deprived of health. Yet there are but few who can not be fitted again into our national structure and restored to the happiness of a useful, self-respecting life. Many openings are available, many occupations suitable. A huge jig-saw puzzle confronts us, and there is not one among us all who can not take a hand in solving it. To think that it is none of our business is to be woefully in error. The public—and by the public we mean every man and woman in these islands—can do no more than the system. What the public thinks and wishes the disabled man will come to think and wish. If we, who know or watch the sufferer, are foolish or indifferent about his future, he too will be foolish and indifferent. If man's friends and people acquiesce in his drifting into the first job, however suitable, which comes along, he will surely drift; if they are content that he should drone away a future of twenty to fifty years on a pension and makeshift earnings, he will do so in a vast number of cases. We must make him feel that this can only end miserably for him; impress on him that by a little effort and gumption he can be fitted with a secure and profitable job; persuade and urge him until he makes the necessary effort. Then only will he rally to the recovery of full working powers, full self-respect and happiness."

Our supreme endeavor has been to meet with a measure of success every demand of the present emergency, nothing else counted; our resources had to be connected up and made to carry the "peak load." At the same time we are reminded that we must continually look beyond and prepare for a perfect peace. The same resources which have been made to win the war must now be made to serve mankind in the enjoyment of everlasting peace.

"For each man disabled in this war there is a way to usefulness; a happy niche to be discovered; for this is the first war since the world began which has seriously disturbed the conscience of mankind and set it working on the duties of active remorse and active gratitude."—(Reville.)

#### The Demands of War.

When the declaration of war interrupted the industrial occupations of our people the Army demanded hundreds of thousands of men trained as mechanics and technicians. It did not turn to the universities and colleges for graduates to supply the men to operate and repair the thousands of motor cars and trucks necessary to transport troops, food, and supplies. Industry was expected to supply the men needed.

It was soon found, however, that even those drafted from the ranks of industry were ill prepared and too few in number to meet its demands as a fighting army. To meet this emergency schools and classes had to be organized. Courses of study were hurriedly written, and, in the case of the shipping board, an elaborate program was set up to train teachers for new shipyard workers. The Federal board early recognized the need of training men for service in the Army as mechanics and technicians, and in co-operation with the States set up a program for evening schools, through which the various army corps have been supplied with more than 40,000 men trained as radio operators, as machinists, wood workers, auto mechanics, truck drivers, and for many other army occupations. This number was soon increased by several thousand hundred men trained in the various schools operated by the Army itself.

Now that the war is over we should not let this lesson go by without profiting by our experience. Our needs in time of peace are not less than our needs in war and we must not fail to set up a permanent system of vocational training, a system not only designed to meet the demands of peace, but one that will find us prepared to meet the demands of war without the useless waste of men and money such as always follows a condition of unpreparedness.

#### After-War Emergencies.

The enthusiasm of war leads us, without hesitation, to approve a plan for the rehabilitation of disabled soldiers and sailors, men who have offered their services and endangered their lives for the safety of our Government. The danger of war was of short duration in point of time, but the dangers of modern peace industries are always present. In 1913 the United States Compensation Commission estimated over 700,000 industrial accidents yearly. Estimates based upon the United States Government reports show that in all probability 13,900 of this vast army of workers annually lost the use of an arm, a leg, a hand, or a foot, an eye, or both eyes. On the assumption that each of these cripples might continue to be wage earners for a period of twenty years it follows that the total number of permanently disabled in industry at the present time is approximately 280,000. Figures compiled on the experience in Canada, England, and France show that for every 1,000,000 men engaged at the front the nation may expect about 10,000 permanently disabled men. While our force in France has reached more than 2,000,000 men, due to the early termination of the war, it is safe to assume that our total permanently disabled will not exceed 10,000. We therefore see that the maimed and the blinded "soldiers of industry" greatly exceed the probable casualties of war.

Public opinion must be crystallized and made to see the necessity of saving from the scrap heap this vast supply of human energy.

In many cases the men and women in industry are exposed to the great danger of life and limb in order that we may enjoy the results of their labor. The disabled, if unable to return to their former employ-

ment, must seek a change of occupation or become dependent upon the generosity of others. To meet this situation a bill to provide for the vocational rehabilitation of persons disabled in industry or otherwise, and for their return to civil employment, was introduced into the House of Representatives by Representative Bankhead. The bill provides for the rehabilitation and return to civil employ of those who have been disabled in any way. The provisions of the bill correspond closely to those of the Smith-Hughes Act in so far as they relate to administration.

#### In Conclusion.

In concluding this discussion we ask, Are our schools maintained for the benefit of mankind or does mankind exist for the life of the schools? Is there a danger of humanity being led to survive for the sake of some established system which is to cure him? Are we planning our school program so as to make a balanced schedule—one which will not lead to extravagance and waste in time of war or to unrest in time of peace? It was fortunate for the world that the United States did not get into the war until the third year, so that we came in with full strength of energy and supplies and that we now are in a position to lead the world in showing how to produce, manufacture, and transport food and supplies to feed the world.

The Smith-Sears Act provides an appropriation for the thousands who have been injured in battle, or who by reason of other disabilities become wards of the War Risk Bureau, but the States and communities are confronted with the duty of fitting the millions of other boys who come back able bodied and ready for work and demanding an opportunity to make good.

The State and Nation owe it to these men to see that they lost no advantage by reason of months or years spent in making the world safe for democracy. The absence from home, change of associations, new comradeships, and in many cases new occupational services, will in all probability be followed by a desire to shift from former environment and to engage in different employment. Agricultural and industrial adjustments will no doubt be greatly increased over those of peace times.

In England a new educational law provides for compulsory part-time attendance up to the age of 18. The statement is made that the law is prompted by deficiencies which have been revealed by the war and the industrial pressure upon the child life of the country.

"I held off for a long time," says one Toronto man in Canada, "but when I saw so many men with one leg I positively began to be ashamed of having two."

"They say you can not scare a Canadian by bringing him face to face with men who have lost arms and legs in their country's service. These physically handicapped men are being trained for civilian employment and are demonstrating every day, in contact with their fellows, that physical handicaps do not mean industrial, social, or occu-

pational handicaps. The two-legged man simply goes into a two-legged employment and resigns the one-legged employment to a one-legged man. Both thus continue to be 100 per cent efficient.

Efficiency counts in industry today. Men and women are wanted who can do the job.

"For every man and every woman a job is open. Whether in agriculture, in commerce, in the home, or in industry, the job awaits the trained worker. None other need apply."

It is the aim of the Federal board to stimulate effort on the part of the States and local communities in a solution of the problems of vocational education and to promote, through Federal aid, vocational schools and classes which will prepare the unemployed for advantageous entrance into employment and which will give to those now at work an opportunity to secure promotion by improving their technical and mechanical skill.

A solo was then rendered by Miss Beulah V. Orem, assistant supervisor of music, Baltimore, Md.

President OREM: It was a happy thought that someone years ago suggested the sending of fraternal delegates between the associations of Virginia and Maryland, and I am happy this morning to present, in continuation of that custom, the Hon. Harris Hart, State superintendent of public instruction of Virginia, a fraternal delegate from the Virginia State Teachers' Association. [Applause.]

Mr. HART: Mr. Chairman, Ladies and Gentlemen: I hope you will let me assure you how great a pleasure it is to come this morning from Virginia as a fraternal delegate to this convention. We were very unfortunate in our State, owing to the epidemic of influenza, in not being able to have an association of all of our educational forces, but none the less I think with great sincerity and great emphasis I can bring this meeting greetings from all the teachers of Virginia, and the fact that they happen not to be together in one point, that on the other hand disseminated in their work all over the State make their greeting at least a very widespread one.

Some years ago down in the mountains of southwest Virginia a conversation ensued between a mountaineer on one side and a college professor on the other, which took somewhat this turn: The mountaineer said, "Well, professor, you'n's knows some things that we'n's don't know, don't you?" and the professor had to say "Yes." "And we'uns knows some things that you'n's don't, don't we?" and the professor had to admit it. "Well, professor, it is a pretty good thing to get together after all, ain't it?" And while I am sure this morning I can not bring you from Virginia anything that you did not know before it is very helpful to me, very pleasing, and very invigorating to have just a few moments with your confidence.

I suppose that every educational gathering that meets in this country for the next several years will occupy a part of its program with a discussion of the effects of the great war on our educational work and our educational program. It is an intensely interesting subject. It is a

vast and a big project. We are so close to the high adventure that just seems to be over. We perhaps may not always view it in proper outline. Maybe we are too close to get a proper focus, and yet we are all interested in doing the very best thing we can to help adapt the public schools of this country to any new things which may come up.

It seems to me that the world war is interesting in the development of education in three rather simple ways. In the first place, it will undoubtedly create new conditions and bring forth new problems. The public school will doubtless fix new objectives and invent new avenues of approach. In the second place, I suspect that the great struggle through which we have just passed will show us certain of our national economic and social deficiencies. So, I think, my friends, that in it all we do not want to forget this fact, that our part in the great world war has likewise exhibited some very fine and very old virtues; and in our work in the future for the readaptation of anything that we may undertake it is the part of wisdom to try to ascertain what are these old national virtues so recently revealed in fine outline and be careful in the readaptation of the work that none of these things be lost.

I imagine that every American is a prouder man today than he was two short years ago, because we have found that the average American is not only competent economically, and reasonably competent economically, not only interested in trade and industry and commerce and making money, but he is a man that has regard for national honor and national virtue; not only a man who stands in the forefront of the world's trade, but a man who can readily be made fit to fight. I think we have found that a democratic form of government is not only the most desirable and the most efficient in times of peace, but can be made absolutely competent to meet the great conditions of war.

If we have certain of these old traits developed in times past and with these things that we have fallen heir to, we have tried to preserve, let us not in our thought on educational affairs run too far afield or at too wide a tangent not to preserve those things in the form primarily which were sound and good and permanent. But of course new conditions have come, but, as I see it, these new conditions serve to emphasize the even greater necessity of solving some very old problems. I think the rural school in the South and practically all over the nation, is a great and a serious and fundamental problem that must have the best thought and the best attention of educators everywhere. I hope soon to see the day when the rural schools will, in some sections, at least, cease to be in the fore front of a political campaign and occupy the background of actual indifference. It is a very important part of a great educational program and it is to be worked out, and these trite vices have to be met.

A gentleman from Washington some days ago remarked that a rural school is a little school in a little house in which a little teacher teaches little children a little something a little while for a little salary every day [Laughter.] That does not apply to all rural schools, very for-

tunately. But, my friends, the only thing I shall take time to plead for this morning is that the rural schools here in the South shall get their full share of everything that goes up to make an educational program. [Applause.]

Then it is a trite question and an old problem, this matter of attendance and compulsory education. The war does not present that as a new issue, but the conditions preceding actual hostilities on the other side, what we saw in our cantonments in this country, were a very, very eloquent plea that the American nation must see to it that all the children of all the people are educated, and not a part of the children of a fraction of the people. It is a thing that a democracy must embrace and must help and must give equal opportunity to all. And then need I mention in this presence that other very old problem of school development which economic conditions immediately at the outbreak of the war seemed to emphasize in such emphatic terms—the interesting, the old, the somewhat disregarded in some quarters, the always plead for in other quarters, the question of teachers' salaries? I do not approach any thoughts on this item in a school program primarily for the benefit of the teacher. It is the quality that the boys and the girls all over the country desire to have, and I know down in my State, and I understand in some sections of your State that wherever the salaries of the school-teacher came in contact with the salary of any other occupation under the sun the school boards made, and immediately had to make, financial capitulation. For the first time the people everywhere have had a fine chance to measure the salaries of those who work in schools with the salaries of those who work at everything else. And our professions in the South! Professions in other States have been disseminated, and I am sure that I voice the sentiment of those interested in schools everywhere when I remark that the teachers who did stick, the teachers who decided that they were going to try to keep the schools going at great financial sacrifice, deserve the highest possible praise. They were making their fine contribution to the preservation of national interests.

These, then, are some of the old questions that we shall have before us, questions which the war has served to bring out perhaps in bolder outline and questions which are bound to be adequately and properly solved.

As to the effect of the war on the school program I shall take time to mention only what you have heard so well stated this morning, that in the tendency of our education in the future you may expect vocational education, education for training to do some useful thing to occupy greater attention than it has ever done in the past. To my mind, so far as the elementary school is concerned, the tendency will be—I hope it will be—to put intense emphasis on a few things, to have a definite and a limited elementary program carried out with sure fairness rather than to scatter the attention over a too large multitude of subjects. I am inclined to think that we will have to concentrate on that sort of pabulum that will lead to mental development and practical

training, rather than serve into the public schools an intellectual "Brunswick Stew." I think a definite and a limited program will be carried out in the elementary schools with greater thoroughness than we have ever known before, not so much with a change in fundamental subject-matter, but with a marked change in the methods of presentation. And when it comes to the Junior High School and the High School I look to see the day when vocational education will occupy a position of equal rank or equal dignity with professional training in our country school; and I hope that under the emphasis of this peculiar condition we will not go too far afield. I hope that some of those fine old things in the academic program that have served well in the past may not be absolutely discarded, but such a program as you heard emphasized just now, a program of fair balance or happy proportion, a program that will give the apprentice an equal chance with the professional man. That is the work that the school of the immediate future must watch, and may I take this occasion to say the Federal Board for Vocational Education, represented this morning by Mr. Wright, has already rendered to the States of the Nation a very valuable service by their earnestness and zeal and real diplomacy. They are bringing things to pass in the States that are well worth while, and I have a hope that that Federal board in its methods of operation and its method of service is a sort of a harbinger of a real State department of education in the city of Washington, at the head of which will stand a secretary with a place in the Cabinet of the President, and that the States all over the Union will join together in a great co-operative scheme to make public education a real "go." And I sometimes feel that if we had a minister of education, with a seat in the Cabinet of the councils of the nation, as nearly every other great power has, I sometimes feel it would add dignity in the estimation toward the profession of school teaching, because I would like to see those things brought out that will remove the profession of teaching from the zone of the semiapologetic. It will add dignity, it will add weight, and it will help those States that need help, join us all in the great, fine undertaking for the development of this thing so essential to democracy.

You will recall the early days of the formation of the Constitution, when a little committee from over at Mount Vernon representing your State and mine, there in the hall of George Washington they considered the adoption of some means that would relieve the hostility in regard to the navigation of the Potomac River, and as they talked and discussed the thing they found that the questions in which Virginia and Maryland on that occasion were interested were more or less common to all the States of the Federal Union, and then when they met again in your capital city and the discussion seemed to take a little wider turn it became the more evident that the fundamental problems of Maryland and Virginia were the problems of all the States on the eastern seaboard, until finally, after the third meeting in Philadelphia, the needs had been so well understood the difference between the States had caused so much harm that they found the only solution to be in a

strong Federal Constitution rather than by a patched-up series of articles of confederation. And I have a hope that Virginia and Maryland can join in a co-operative way along with the other States in the Union in bringing to the attention of Congress that bill which will cease to make our educational endeavors unrelated and separated, which will help to establish a Federal department of education, which will put, in my opinion, the public school on a higher, safer, and better plane. Just as we co-operated so well in the past—and I wonder if it is within your mind as I see it—that we can again join in bringing about the unity and the correlation of our educational endeavors as in the past we merged into one our great political party.

I think as we go back to our schools from this great meeting we have had here to undertake your work, interrupted as mine has been interrupted, each one of you will feel a consciousness that while we have lost time, while we have had handicaps, while we have had obstacles to meet, those things are going to nerve us for stronger and more efficient service for the rest of the session, and that at the end of this year's work you will have made a material contribution to the development of the schools of this State in such a way that you can start to build for America to take that high and final place that she is now bound to occupy among all the nations of the earth. [Applause.]

A vocal selection was then rendered by Miss Beulah V. Orem.

Secretary Caldwell: From the fact that a number of primary super-visors were on the other programs their meeting arranger for yesterday is planned for today at 12.30. The luncheon will be held at 12 o'clock sharp, and it has been suggested that those who have subscribed leave this meeting at 11.45.

We are asked to call attention to the Junior Red Cross work in the corridor.

The President announces the appointment of the following standing committees.

#### **Committee on Legislation for 1919.**

Dr. Henry S. West.....	State Normal School, Towson, Md.
Supt. E. W. McMaster.....	Pocomoke City, Md.
Miss Mary G. Logue.....	4005 Edmondson Avenue, Baltimore, Md.
Commissioner Frank Monroe.....	Annapolis, Md.
Dr. A. H. Krug.....	Baltimore City College, Baltimore, Md.

#### **Educational Progress for 1919.**

Supt. E. F. Webb.....	Cumberland, Md.
Asst. Supt. Clarence G. Cooper.....	Baltimore County
Principal Nellie R. Stevens.....	Oxford, Talbot County, Md.

#### **Resolutions for 1919.**

Supt. M. S. H. Unger.....	Westminster, Md.
Principal Ernest J. Becker.....	Eastern High School, Baltimore
Principal E. Clark Fontaine.....	Worcester County, Md.

**Reading Circle for Three Years.**

Miss Lena Van Bibbin.....	.....
William J. Holloway.....	..... Baltimore
Supt. Byron J. Grimes.....	..... Centreville, Md.

**Auditing Committee.**

Asst. Supt. John J. Tipton.....	..... Cumberland, Md.
Supt. Milton C. Wright.....	..... Belair, Md.
Miss Florence Bamberger.....	..... Baltimore

**PRESENTATION EXERCISES OF FLORENCE MACKUBIN PORTRAIT OF CECILIUS CALVERT TO THE STATE OF MARYLAND.**

President OREM: The next part of the program is the presentation of the Florence Mackubin portrait of Cecilius Calvert to the State of Maryland.

Miss LOGUE: I am sure Dr. Stephens desires to have it known that it was not he that is giving this portrait; it is the school children of Maryland who are doing so. He was to take charge this morning, but he has lost his voice.

The first is a brief account by a child of the painting of the portrait and how the money was collected.

The CHILD: The portrait of Cecilius Calvert which is to be presented to the State this morning was painted by Miss Florence Makubin, the artist, who was related to the Carrolls of Carrollton, to the Howards, and to the Keys. She went, at the request of the Baltimore Club, to England to paint a portrait from the original.

Sir William Eden, of Wimbledon Hall, a descendant of Cecilius Calvert, had the original portrait and entertained Miss Makubin at his home while she made three copies. Two of these paintings hang in the rooms of the Baltimore Club, and the third Miss Makubin was most anxious to sell to the State to be hung in the State House at Annapolis. When the bill of the purchase of this portrait was before the Maryland legislature Miss Lida Lee Tall, supervisor of the grammar grades of Baltimore County, asked Miss Mary G. Logue to have the Assistant Teachers' Association indorse the bill and send a copy of the endorsement to members of the General Assembly of Maryland. The association endorsed the bill and sent copies of the endorsement to Senate and House and urged the passage of the bill. The legislature, however, while appreciating the worthiness of the request—there being no painting of Cecilius Calvert in the State House, only a photograph of a Philadelphia painting—failed to pass the bill because of lack of finance.

After the failure of the bill Miss Risteau conceived and suggested the idea of the purchase of the portrait through a penny collection by the children of the State. Dr. Stephens granted permission to Miss Risteau to conduct the campaign. A committee, consisting of Miss Mary

E. Clark, of Carroll County, Miss Risteau, of Baltimore County, was appointed to direct the work.

The superintendents of the various counties gave hearty co-operation when asked, and instructed their teachers to explain the movement to the children and allow them to contribute from one to two pennies apiece toward purchasing the picture. At the assembling of the Maryland State Teachers' Association November, 1917, the committee reported the collection to be a little more than \$400. As Miss Risteau had resigned from the teaching profession, Miss Tall and Miss Logue were asked to continue the collection until the contributions amounted to \$600, the price of the picture.

In February, 1918, Miss Makubin died, and by the terms of her will the portrait was to be given to Miss Risteau to be presented to the State and the money collected by the public school children to be accepted by her executors in full payment for the picture.

Cecilius Calvert, the son of George Calvert, to whom the original grant was given, was the real founder of Maryland. His original intention was to found a refuge for his own faith, Catholic, but he permitted freedom of worship to all sects of Christians. Calvert was broad minded, just, liberal, and wise. Maryland has the honor through him of being one of the first places in the world where freedom of worship was permitted.

When the first Assembly of Maryland claimed the right to initiate legislation and present laws to the proprietor for his approval or veto Lord Baltimore tactfully yielded, though he interpreted the words of his charter to mean the reverse. He thus promoted the idea of democracy for the defense, of which the great nations of the world have just fought this world war.

Miss LOGUE: Your Excellency the Governor of Maryland, Miss Makubin, Ladies and Gentlemen:

At this time, when the principle of human freedom has gained such momentum as to encircle all civilized nations; when the world is in the dawn of being made safe for democracy; when despotic rulers are fleeing from their thrones as the people of such countries array themselves against autocratic government, and when these nations, probably, are about to become resplendent with the glory and that form of national life such as the "Stars and Stripes" typify, an occasion like this, which is intended to honor the memory of one who was the pioneer of religious freedom in this country, seems both appropriate and significant.

In this economic age, when our people are so much absorbed with the question of making money, we frequently hear that such exercises as these and the expenditure of energy and money involved "can not do the dead any good." With all due respect to such opinions, it would prove little less than tragic to have them prevail; for our national life would be poorer if the American people should permit the camp fires of colonial events, which furnish our historical background, to go out.

Commemoration of big historical events or great lives is a natural emotion, and it is, after all, the most fragrant flower in the aftermath of the world's happenings.

We are nearing the close of the third century since the expedition—the Ark and Dove—was fitted out to settle the territory described in a grant to George Calvert and which was called Maryland, now our beloved State. Unlike most expeditions of that time, this one undertaken by the Calverts was in no sense a commercial enterprise. The controlling aim was to provide a colony where freedom of person, security of property, and liberty of conscience should be secured and guaranteed to all its people forever.

It was a time, when the Thirty Years' war in Germany was but half fought out, in which Roman Catholic and Protestant princes were seeking to determine by the arbitrament of the sword whether the influences of the Papacy or the Reformation should prevail.

The Court of Louis XIV, with a blinded conception of the toleration provision as enunciated in 1598 by Henry of Navarre, kept France in turmoil. King Charles of England suffered the loss of both his head and his crown since he failed to evacuate the force of Puritanism and other dominating issues. In France and Spain Protestants were victims of Roman Catholic persecutions and in England Roman Catholics were fleeing from Protestant persecution. The colonies in New England and Virginia were sharing the strife and unrest of Europe and such expressions of this feeling did not carry conviction that these places were ideal for worshipping God according to the dictates of one's conscience.

Amid all this confusion and strife, however, a light had begun to burn for those who had eyes to see. Another time had come for the old mystic harp to be touched and to discourse its music. The burden of that strain was religious toleration or freedom of conscience.

Cecilius Calvert caught the dominant note of that harmony and it became his "pillar of cloud by day and pillar of fire by night." With this idea as his inspiration Maryland became the first refuge for those persecuted on account of their religious beliefs and the one place where Catholic and Protestant could dwell together in peace and unity.

The most fundamental form of freedom is that for which the Maryland colony stood—the beginning, perhaps, of popular government in this country—and it is not without significance that the several wars prosecuted by America since Calvert's time have been in the interest of a larger freedom for ourselves or others. While the Revolution had nothing to do with religious issues, the framers of the Federal Constitution provided that "no religious tests shall ever be required as a qualification to any office or public trust under the United States;" and the first amendment to that Constitution declares, "Congress shall make no laws respecting an establishment of religion or prohibiting the free exercise thereof, or abridging the freedom of speech or the freedom of the press or the rights of the people to peaceably assemble and to petition the Government for the redress of grievances."

This basal policy of freedom of conscience, conceived and carried out in a large sense by Cecilius Calvert, is replete with meaning and big with patriotism. It has done its part toward making mankind more tolerant, more large minded, and more ready to recognize the fatherhood of God and the brotherhood of man.

Governor Harrington, your presence here at this time shows that you share with those who made possible this brief ceremony; that the memory of the founder of our Commonwealth and his contribution to the world are worthy of our serious, indeed holy, thought. I am glad to say that there are some men, women, and children in Maryland, "My Maryland," with full hands and hearts who have been moved by common sentiment and high purpose to this act in a spirit of love and reverence.

We are now carrying out the dying wish of the artist who painted this portrait that it be presented to you in the name of the school children of Maryland, whose sacrifices made it possible, with a wish you accept it for the State and provide for it a suitable place within the walls of our capitol. I have great honor to present to you this handsome painting of Cecilius Calvert, the founder of the Maryland Colony.

The portrait of Cecilius Calvert was then unveiled by two school children as Miss Logue finished making the presentation.

President OREM: The governor of the State of Maryland is glad to accept this portrait. [Applause.]

Governor HARRINGTON: Ladies and gentlemen, Miss Makubin, school officials, teachers, boys and girls, and school children representing the State: It gives me great pleasure on the part of the State to accept this fine portrait. It was a very inspiring thought or conception on the part of the school children of this State to raise a sufficient fund in order to guarantee the presentation of this portrait; and in doing so I am led to believe the school children themselves have heartily from the first joined in the movement, participated in this movement because of the history of our State and their own conception of the life and character of Cecilius Calvert, the founder of the Maryland Colony.

I only regret, if I might, that the founder of the colony could not himself have seen the great State which he has founded. If it were properly to estimate the conduct of Lord Baltimore, we must go back to the times in which he lived—a time when persecution for religious belief was dominant practically throughout the world and the people were fleeing from the countries of the Old World, seeking in the New World a place of refuge; and unfortunately it is that the history of our own country will show that in some portions even those who fled from the mother country in order to avoid persecution of Europe practiced persecution to others after they had founded colonies here. But this can not be said of Maryland. It is truly said that here upon the banks of the Potomac, at the little city of St. Mary's, there was planted a colony where for the first time practically in the civilized world that civil and religious toleration was extended to all creeds and nationalities and all people, of whatever religious beliefs; and therefore the presentation of

this portrait by the school children of Maryland and the placing of it in the State House at Annapolis is one that commends itself to the people of our State as a tardy recognition of the great work of our founder.

In the mansion at Annapolis we find the picture of Leonard Calvert, but not the portrait of Cecilius. The placing of this portrait will perhaps be referred to myself as the executive of the State, and, as it now appears to me, I know of no better place for it to be put in the old State House that that it shall be hung in the old historic Senate chamber, there in the very room that bears upon its walls the portrait of the father of our country as he stood there resigning his commission after having won this glorious independence; in that old Senate chamber, restored as it was in the days when Washington resigned his commission, the portrait of Cecilius Calvert, in my opinion, would find a suitable resting place.

I congratulate the children of Maryland. I only hope now that you have properly conceived the reason for the painting of this portrait and for the presentation to the State of the very principles which Calvert laid down in the founding of our State, gone on and permeated throughout the history of our Commonwealth, and it must have been that spirit, because it occurred to me and I recall when I stood some time recently at the Southern Hotel and spoke before the United War Drive of Maryland, when the denominations had gotten together, combined with the spirit of patriotism for a common drive, the Roman Catholic, the Protestant, the Jew, all united for a common purpose of seeing that Maryland would do her full duty in the great war in which we have been engaged, and my thoughts went back to the time that perhaps it was then the spirit of Calvert, the founder of our State, that was still permeating the hearts of our people, that religious toleration should be widespread and that there would be no distinction of creed in the government of our State, and there is no difference when it comes to the patriotism among our people.

Therefore on the part of the State we accept this portrait and will see that it is properly hung in the State House at Annapolis. [Applause.]

President OREM: The next number in the presentation exercises is a tribute to Miss Makubin by Miss Mary E. V. Risteanu.

Miss RISTEANU: It gives me great pleasure to say a few words of tribute regarding Miss Makubin. It was her wish that this portrait should be placed in the State House at Annapolis. I do not feel that I can pay proper tribute to Miss Makubin except by reading the editorial in our Baltimore Sun, which has properly caught the spirit of Miss Makubin.

"Maryland loses a most distinguished daughter in the death of Miss Florence MacKubin, the artist whose passing will be learned with regret by large numbers of friends and admirers abroad as well as in this country. She stands, in fact, among the most distinguished of the brilliant women who have figured in Maryland annals, and her work associated her peculiarly with the heart and history of the State which she

loved. No other Maryland woman, indeed, was ever probably so widely known to people worth knowing; and she made Maryland known wherever art and genius are appreciated. The average male artist is supposed by the multitude to be a little unconventional or himself supposes that he must assume a Bohemian color, or a romantic pose, as a professional trade-mark. Some women artists, perhaps, may develop these traits consciously, or unconsciously, but the personal charm about Miss MacKubin was that she was so entirely womanly, so absolutely unaffected, so completely lacking in self-consciousness and self-appreciation. The humblest woman in the State, the woman of the smallest talent and the smallest achievement, could not have been more unpretentious than Miss MacKubin. Art and fame left her as they found her—a wholesome and unspoiled woman, true to every sweet and noble feminine impulse.

What impressed all who came in contact with her was her genuine Maryland spirit—the spirit that belongs to the best in Maryland's past, to the best in Maryland's present. She loved art much, but she loved Maryland more. Training and life abroad never weaned her from the State to which she traced her blood allegiance. Those who had been thrown with her during the last few years know how deeply her soul was enlisted in the battle against despotism, how earnestly, how burning, how unselfish was her patriotism. She wrote many letters to the Sun on the war, all ringing with the same note of enthusiastic and uncompromising Americanism. It is telling no secrets to say that probably the last she ever wrote on the subject appeared in yesterday's Sun, and was characterized by her usual intense and straightforward devotion to the welfare of her country and of the world.

A gifted artist, but, better still, a gracious and high-bred woman, in whose soul lived the spirit that has at all times and in every place made the name of Maryland synonymous with courage, self-sacrifice, and idealism.

Next followed the singing of "Maryland, My Maryland" by a chorus of the school children from the counties, in which the audience was asked to join.

#### BUSINESS MEETING.

The report of the Committee on Resolutions was first asked for, and was then read by Superintendent Unger.

#### Report of Committee on Resolutions.

Whereas this Association has heard with deep sorrow of the death of former superintendent of schools of Baltimore city, Henry A. Wise, whose life was spent in the cause which we represent: Therefore be it

Resolved. That we record our appreciation of his faithful services in the interest of public education and our deep feeling of loss in his demise;

Whereas it is a matter of congratulation that our State legislature

heeded the demands of the teachers of Maryland for an increase in salary, yet in view of the serious loss of teachers to the service of the State on account of the lack of living wage: Be it

Resolved, That we here emphasize the situation to the people of Maryland created by this great shortage, and hope that our people will influence our taxing bodies to provide the necessary means to make it possible to hold teachers in service for the benefit of the children in the State and for the future of our democracy.

Resolved, That we express our sincere thanks and appreciation to all who were in any way instrumental in making this meeting a success.

Resolved, That we mention in particular the officials of Baltimore city for the courtesies extended in providing us the use of this building.

Finally, we would not be unmindful of our obligation to the Executive Committee and to our retiring President, Supt. Nicholas Orem, for his untiring efforts in making this meeting interesting, helpful, and successful.

Respectfully submitted,

ARTHUR C. CROMMER.  
M. L. H. UNGER.  
EDW. REISLER.

It was moved that this report be accepted and incorporated in the printed proceedings.

This motion was seconded and unanimously carried.

The reports of the Committee on Legislation, Dr. Henry West, chairman, was next called for.

#### Report of the Committee on Legislation.

Your Committee on Legislation begs to report that the most important matter this committee can submit for consideration at the present time is the Federal bill known as Senate Bill 4987, introduced by Senator Hoke Smith, of Georgia, on October 10, 1918.

This bill provides for the creation of a national department of education, with a secretary of education as a member of the President's Cabinet, and for Federal co-operation with the States in the promotion of public education by the annual appropriation of sums of money: First, for the removal of illiteracy; second, for an Americanization program; third, for the development of physical education and health service; fourth, for the improvement of teacher training, and fifth, for equalization of educational advantages, including the betterment of instruction, which involves more adequate remuneration for teachers.

The bill has the endorsement of the National Education Association, and it was in fact formulated in the main by the National Education Association's committee on the emergency in education and the program for readjustment during and after the war; and the five large educational matters to which the principal sections of the bill are devoted are now plainly understood to be matters which concern the United States as a whole and which represent weaknesses in the Amer-

ican system of public education that can not be remedied in any reasonable length of time without liberal Federal aid to the several States.

Your committee therefore offers the following resolution and urges that this resolution be adopted by the Association:

Resolved, That the Maryland State Teachers' Association, assembled in fifty-first annual convention, having considered the various provisions of Federal Senate Bill 4987, endorse this bill as affording the kind and amount of Federal aid to public education needed immediately to meet the emergency in public education that the country is facing.

Resolved further, That this action on the part of the Maryland State Teachers' Association be given all possible publicity, and that in particular it be brought to the attention of the Maryland Senators and Representatives in the National Congress, who are hereby most urgently asked to work for the passage of this bill.

We would ask to have this report also stand for the report of the special committee appointed yesterday morning on the subject of the Federal education bill now before the National Senate.

Respectfully submitted,

HENRY S. WEST, Chairman.

MARY G. LOGUE.

E. W. McMaster.

ANDREW H. KRUG.

It was moved that this report be accepted and incorporated in the printed proceedings.

This motion was seconded and unanimously carried.

President OREM: With your permission we shall have to ask to have the report of the Committee on Educational Progress and on Reading Circle printed in the minutes without being read this morning.

Baltimore, Md., Saturday, November 30, 1918.

To the Maryland State Teachers' Association, Ladies and Gentlemen:

I herewith submit the seventeenth annual report of the Board of Managers of the Maryland State Teachers' Reading Circle. The records for the year 1917-1918 show an enrollment of 524, distributed as follows:

Allegany County.....	84	Montgomery County.....	154
Anne Arundel County.....	12	Prince George's County.....	1
Calvert County.....	2	Somerset County.....	4
Caroline County.....	3	Talbot County.....	9
Dorchester County.....	18	Washington County.....	1
Frederick County.....	9	Wicomico County.....	86
Garrett County.....	4	Worcester County.....	8
Harford County.....	39		
Kent County.....	90	Total.....	524

During the year the following persons have had one year's course of reading and have been awarded certificates by the Board of Managers:

Allegany County—Grace E. Malamphy.  
Caroline County—Mary S. Cooper.  
Carroll County—Almira J. Utz.  
Dorchester County—Nellie E. Dean, Robert E. Shilling.  
Frederick County—Grace S. Martz, Ada E. Martz.  
Kent County—Fannie E. Stewart.  
Prince George's County—Anna S. Blanford, Alice Jones.  
St. Mary's County—Josephine E. Wilson.  
Somerset County—J. M. Geoghegan.  
Wicomico County—Maude Brown, Edith Shockley, Edna A. Wilkins, Gertrude Killiam.  
Worcester County—John S. Hill.  
The following persons having completed a three-years' course of reading, and having met the requirements of the Board of Managers, have been awarded testimonial diplomas:  
Dorchester County—Nellie E. Dean, Robert E. Shilling.  
Frederick County—Grace S. Martz.  
Wicomico County—Gertrude Killiam.

There are four courses of study outlined for the year 1918-1919—one major course, Pedagogy, and three minor courses, English, History, and Science. Every member who wishes to receive the certificate of the Board of Managers for 1918-1919 must take the major course, Pedagogy, and in addition one of the minor courses, English, History, or Science, prescribed for 1918-1919.

#### **Pedagogy.**

The course in pedagogy consists of two books, on each of which a theme is to be written. Both papers should total about 3,000 words.

1. "The Recitation," by Betts. Published by Houghton, Mifflin Company, New York. Single copy, postpaid, 66 cents; in lots of ten or more, f. o. b. New York city, 60 cents.
2. "Physical Training for the Elementary Schools," by Clark. Published by Benj. H. Sanborn & Co., New York. Single copy, postpaid, \$1.60; in lots of ten or more, \$1.28 f. o. b. Boston.

**English.** "Teaching Children to Read," by Paul Klapper. Published by D. Appleton & Co., New York. Single copy, postpaid, \$1.06; in lots of ten or more, transportation prepaid, \$1.00.

**History.** "Expansion and Conflict," by William E. Dodd. Published by Houghton, Mifflin & Co., New York. Single copy, postpaid, \$1.19; in lots of ten or more, f. o. b. New York city, \$1.12.

**Science.** "General Science," by Hodgdon. Published by Hinds, Hayden & Eldredge, Inc., Philadelphia. Single copy, postpaid, \$1.25; in lots of ten or more, postpaid, \$1.20; larger quantities by freight or express not prepaid, \$1.12½ per copy.

**Reading Circle in Lieu of Summer School.**

By-laws 32 and 33 of the State Board of Education (pp. 49 and 50 of the 1918 edition of the School Law), defining ways for advancing the grade of a certificate from second to first, and from third to second, provides: "Each book of the Reading Circle completed will be counted equal to one of the three courses usually pursued in a six-week summer school, so that three such books completed in any one year or in different years will be counted equal to an approved summer school of six weeks."

A book of the Reading Circle course may be completed in either of two ways:

First, by submitting in accordance with the rules acceptable themes as specified in the requirements prepared by the Board of Managers for each book of the course.

Second, by passing an examination on the book at the regular examination for teachers' certificates in June.

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During the year the Reading Circle has been under the management of the following officers:

Dr. M. Bates Stephens, State Superintendent of Schools, Baltimore, chairman.

Miss Sarah E. Richmond, State Normal School, Towson.

Mr. Samuel M. North, State Supervisor of High Schools, Baltimore.

Mr. William J. Holloway, State Supervisor of Rural Schools, Baltimore.

Mr. Nicholas Orem, County Superintendent of Schools, Easton.

Mr. John E. Edwards, Assistant Headmaster, Tome Institute.

Dr. David E. Weglein, Principal Western High School, Baltimore.

Miss Wil Lou Gray, Supervisor of Elementary Schools, Rockville.

Miss Mary H. Taylor, State Department of Education, Baltimore, secretary.

At a meeting of the Board of Managers, held May 3, Miss Wil Lou Gray, supervisor of elementary schools of Montgomery County, was elected to fill the unexpired term of H. H. Murphy.

As the term of three members expire at this time—Mr. Orem, Miss Gray, and Mr. Holloway—it is necessary for the Association to appoint their successors.

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The Auditing Committee examined the accounts of the Treasurer for the period beginning June 30, 1917, and ending July 31, 1918, and found the same to be correct. The receipts, disbursements, and balances are as follows:

## RECEIPTS.

Balance on hand June 30, 1917.....	\$966.24
Receipts June 30, 1917, to July 31, 1918:	
Dues for 1916-1917, 326 members.....	\$81.50
Dues for 1917-1918, 524 members.....	131.00
For postage.....	.25
Interest on savings account.....	83.49
	296.24
	\$1,262.48

## DISBURSEMENTS.

From June 30, 1917, to July 31, 1918.....	\$183.44
Balance on hand July 31, 1918.....	\$1,079.14

(Signed)

WM. J. HOLLOWAY,  
 SAMUEL M. NORTH,  
 Auditing Committee.

This committee recommended that the sum of \$1,000 be invested in Liberty Bonds, and the Board of Managers ordered the Treasurer to purchase these bonds—two \$500 bonds.

Respectfully submitted,

MARY H. TAYLOR,  
 Secretary-Treasurer.

## Report of Committee on Progress in Education.

Your Committee on Progress in Education wishes to submit the following report:

It is impossible to discuss this subject separate and apart from the great war which has so completely disorganized every phase of social and economic life. Viewed from one angle this crisis has tended to destroy the great American public school system. Government service, for which teachers were so admirably suited, has drawn upon this profession by the thousands. Patriotism and economic improvement contributed to the generous response made to their Government's call. The liberal pay now received in contrast to their niggardly salaries as teachers has awakened the public conscience and emphasized the value of the character of service trained teachers are prepared to render. America must see to it at once, if her schools are to be rehabilitated, that her teachers are justly and liberally compensated. Some little progress has already been made in this direction.

One year ago this association appointed a committee of four members, Miss Mary Logue, Supt. Edward McMaster, Supt. George W. Joy, and Dr. Edward F. Buchner, on legislation relating specifically to minimum salaries for teachers. This committee did its work well and deserves the sincere thanks of this body. The bill framed and put through the legislature makes a splendid beginning toward doing justice to Maryland teachers. The most marked improvement was made in the initial salary. We are fully persuaded, however, that full justice

will not be done until good teachers of two years' and more experience shall receive 50 per cent more than is now provided. We can all appreciate the difficulties that face a board of education whose budget contains normally a salary item of \$60,000 now about to ask \$90,000 for this item. One solution to this and similar difficulties to our minds is that the Federal Government shall take a larger share of control over public education.

It is hard to understand that we have so long left this important matter to local communities. The nation is awakening to her responsibility. Largely in this new vision of responsibility and opportunity is found the educational progress of the last year. Equality of opportunity must be offered to all sections and to all classes.

The Emergency Commission of the National Educational Association, headed by Dr. George D. Strayer, of Teachers' College, believes that the first and most important step in handling the educational problems now confronting the nation is the creation of executive department of Government, with a secretary who has membership in the President's Cabinet. To this end Senate bill No. 4987 was framed. Senator Hoke Smith, who is Senate chairman of the Committee on Education, introduced the bill, which practically insures its favorable report. It is believed that the Administration is favorable to its passage. Every administrative officer and teacher should be familiar with its provisions in order to render intelligent assistance when called upon.

Many of you will be interested to learn something of its main provisions. Briefly, there is to be created an executive department in the Government to be known as the Department of Education, with a Secretary of Education appointed by the President, salary, \$12,000; three assistants named by the President, salary, \$10,000 per annum.

It shall be the specific duty of the Department of Education to co-operate with the States in the development of public educational facilities, including public-health education, within the respective States.

Research shall be undertaken directly by the Department of Education in the fields of illiteracy, immigrant education, public school, especially rural school education, public-health education and recreation, the preparation and supply of competent teachers, and other similar problems.

It shall be the province of the department to encourage higher professional education; to encourage physical and health education and recreation.

Liberal financial support is provided for carrying out these plans—\$7,500,000 annually by Congress and a like amount by the States for the removal of illiteracy.

Seven million five hundred thousand dollars annually by Congress and a like amount by the States for a large Americanization program.

Twenty million dollars annually by Congress and a like amount by the States for physical education and health service for children in school and adults.

Fifteen million dollars annually by Congress and a like amount by

the States for providing more adequately for the better preparation of teachers for all grades of public schools.

Fifty million dollars annually by Congress and a like amount by the several States for the purpose of equalizing educational advantages among the States and for providing a more reasonable remuneration for teachers.

The above are maximum allotments that may not be reached for several years. This is indeed a bold program for the future and deserves the hearty support of every member of the profession. It is a matter of serious regret, however, that of the 600,000 teachers in America less than 8,000 belong to the national organization, which organization is backing this movement. I hope that every teacher in Maryland will see the importance of immediately affiliating herself with the National Education Association.

Some teachers excuse themselves from membership in the N. E. A. on the grounds that the salaries are not adequate, that if teachers should belong to this organization they ought to be paid higher salaries; but who is going to take the trouble to persuade the general public that more liberal allowance ought to be made for teachers' salaries in the public budgets of the nation. The initiative and the convincing arguments must come from the teachers. We must sustain our natural organization and develop influence with the general public in all parts of the nation or suffer from lack of recognition and from underestimate of service. I have so far digressed from my subject to say that if any immediate and material progress is to be made in the economic, social, and professional conditions of teachers it must come about through a strong and aggressive national organization.

This discussion can not overlook the splendid community work done during the last year. For the first time in the history of our public schools they were called upon to do a large and important community service. The school children seized with enthusiasm opportunity to sell and to purchase War Savings Stamps. In the making of scrapbooks, gun wipes, and other Junior Red Cross activities there has developed patriotism and the spirit of social service. Some teachers more than others made use of these activities in motivating the regular school work. Well-informed teachers appreciate the importance of the social side of school life, a phase which in our anxiety to impart information and form habits has been seriously neglected. Someone has said whether we are concerned with habits, with acquisitions of knowledge, with the development of clear thinking, the maximum of return will be secured in the genuinely social situation. Children working together on real problems are being socialized through participation in social activities. There is probably no other way in which school can contribute so certainly to the accomplishment of the aim of all education.

The events of the last twelve months will doubtless lend much strength to the movement looking toward the complete Americaniza-

tion of our common or elementary schools. In 1840 the eight-year Pressian "folkschule" was literally transplanted in this country. The time is now ripe to reorganize our common school to meet the needs and conditions of American life.

Respectfully submitted,

MISS MARGARET PFEIFFER.  
PROF. SAMUEL M. NORTH.  
SUPT. B. J. GRIMES, Chairman.

The report of Treasurer Berryman was then presented.

Baltimore, November 30, 1918.

DR. R. BERRYMAN, Treasurer,

In Account with the Maryland State Teachers' Association.

1918.	Dr.
Jan. 11. To balance National Bank of Commerce.....	\$637.27
Apr. 20. To check Hugh W. Caldwell, Secretary.....	1,141.50
"    23.    "    Nicholas Orem, Talbot Co.....	25.00
"    25.    "    Thos. S. Carpenter, Charles Co....	15.00
"    25.    "    Edward M. Noble, Caroline Co.....	15.00
"    27.    "    M. Bates Stephens, for proceedings.	160.00
"    27.    "    James B. Noble, Dorchester Co....	10.00
"    30.    "    Byron T. Grimes, Queen Anne's Co.	15.00
May 16.    "    "    Edgar W. McMaster, Worcester Co.	20.00
"    16.    "    Hugh W. Caldwell, Cecil Co.....	15.00
June 3.    "    "    Woodland C. Phillips, Howard Co..	15.00
"    5.    "    John H. Roche, Baltimore city.....	25.00
"    5.    "    George Fox, Anne Arundel Co.....	20.00
"    6.    "    Edward T. Clarke, Kent Co.....	15.00
"    8.    "    M. Bates Stephens, State Maryland.	25.00
"    13.    "    Franklin E. Rathbun, Garrett Co..	15.00
"    13.    "    T. G. Bennett, Calvert Co.....	15.00
"    14.    "    Wm. H. Dashiell, Somerset Co.....	15.00
July 10.    "    "    Albert S. Cook, Baltimore Co.....	10.00
"    29.    "    Edward F. Webb, Allegany Co.....	15.00
"    30.    "    E. S. Burroughs, Prince George's Co.	15.00
Aug. 8.    "    "    C. Milton Wright, Harford Co.....	15.00
Sept. 17.    "    "    T. M. Bennett, Wicomico Co.....	25.00
"    26.    "    Edwin W. Broome, Montgomery Co.	30.00
Oct. 4.    "    "    G. Lloyd Palmer, Frederick Co....	15.00
Nov. 8.    "    "    M. S. H. Unger, Carroll Co.....	25.00
"    18.    "    Raymond E. Staley, Washington Co.	25.00
"    26.    "    Dr. Edw. Buchner, unexpended bal.	27.85
"    26.    "    H. E. Buchholz, two shares stock..	128.00
	—————\$2,529.62

O. K.

J. J. TIPTON.

FLORENCE E. BAMBERGER.

C. MILTON WRIGHT.

		Cr.
1917.		
Dec. 21.	To check F. D. Hershner, Attendance Dept..	\$3.85
" 21.	" Mabel L. Stephenson, Home Economics.....	7.25
" 21.	" Eugene R. Smith, Math. Dept.....	1.07
" 21.	" Helen F. Chapman, stenographer..	15.00
" 21.	" Dr. P. P. Claxton, U. S. Com. Education.....	3.95
1918.		
Jan. 10.	" Wilbert W. Martin, Classical Dept.	3.00
Mar. 25.	" L. Cora Gilliss, Primary Dept.....	14.24
" 18.	" W. A. Jones, I. O. O. F.....	5.00
May 11.	" The Cecil Whig Publishing Co.....	44.40
" 20.	" Easton Star-Democrat, proceedings.	450.00
" 20.	" Jno. M. Reed, envelopes.....	24.25
" 20.	" R. Berryman, Treasurer.....	17.04
July 6.	" Z. T. Cooling.....	5.05
" 6.	" Hugh W. Caldwell, Secretary.....	124.35
" 6.	" Cecil Whig Publishing Co.....	6.00
Sept. 16.	" Cecil Whig Publishing Co.....	4.50
Nov. 15.	" Maude Chaplain.....	10.00
" 29.	" Wm. Chandler Bagley.....	50.00
" 29.	" Owen R. Lovejoy.....	40.00
" 29.	" Lotus D. Coffman.....	50.00
" 29.	" R. Berryman, Treasurer.....	35.50
" 29.	" David E. Weglein, Exp. W. H. S....	20.00
" 29.	" Nicholas Orem, President.....	42.59
" 29.	" W. R. C. Connick, Agr. Dept.....	10.03
" 29.	" Sydney S. Handy, Vice-President..	6.00
" 29.	" Hugh W. Caldwell, Secretary.....	91.72
" 29.	" Jno L. Sigmund, High School Dept.	8.20
" 29.	" Cecil Democrat, programs.....	51.00
		<hr/> \$1,143.99
" 29.	To balance National Bank of Commerce.....	1,385.63
		<hr/> \$2,529.62

The report of the auditors, J. J. Tipton, Florence E. Bamberger, and C. Milton Wright, was then read.

#### REPORT OF THE AUDITING COMMITTEE.

Western High School, Baltimore, Md., November 30, 1918.

The accounts of the Treasurer, Dr. R. Berryman, have been audited and found correct. Balance, \$1,385.63.

(Signed)

J. J. TIPTON.

FLORENCE E. BAMBERGER.

C. MILTON WRIGHT.

It was moved that this report be accepted and incorporated in the printed proceedings.

This motion was accepted and unanimously carried.

A letter from the Assistant Teachers' Association of Baltimore County was then read by Secretary Caldwell and is as follows:

3305 Windsor Mill Road, Walbrook, Md., November 19, 1918.

Mr. Hugh W. Caldwell, Secretary Maryland State Teachers' Association, Baltimore, Md.

My Dear Mr. Caldwell:

At a meeting of the Assistant Teachers' Association of Baltimore County, held November 8 at Odd Fellows' Temple, Baltimore, Md., it was unanimously voted to thank the Maryland State Teachers' Association for securing State Aid for teachers' salaries.

While the increase does not begin to compare with the increase needed, it is a beginning.

We therefore appeal to your association to continue the "drives" for State aid.

Shall the profession be humiliated by its members receiving less than that received by illiterates? How can we urge higher education in the face of this startling fact?

Very truly yours,

ADA M. ANDREW, Secretary.

President OREM: The next is a report by the chairman of the Legislative Committee relative to the teachers' salary and bonus. We will call upon Dr. Buchner, the chairman.

#### **REPORT OF THE COMMITTEE ON TEACHERS' SALARY, BONUS, AND SALARY INCREASE.**

Many of us recall in vivid imagery the economic cry of the public school teachers of this State at the two informal mass meetings which were held at the noon hour on two days during the last meeting of this Association. The spontaneous and unanimous call for relief, expressed in the resolutions of these meetings, was immediately heeded by our Association. A State-wide committee that should take such steps as would be necessary to secure relief was authorized and equipped with a modest appropriation of \$100 to meet expenses. The organization of the committee contemplated at that time was not secured, owing to the inability of the business men, who had pledged their co-operation, to find time to do the active work which was immediately necessary. The State-wide organization was, however, effected, with a small executive committee working in close co-operation with the State Department of Education and representatives from all the counties and the city of Baltimore, all of whom contributed to the support of the program of relief which the Executive Committee finally developed.

The results of the work of the committee have been known to you since the adjournment of the last session of the General Assembly. These results existed in the special appropriation to be distributed as

a bonus to the public school teachers in service at the close of the last school year and the revised minimum salary schedule, effective for teachers in the counties, which went into effect at the beginning of the present scholastic year. The new salary schedule law has gone far in relieving the State of Maryland of the charge that it was not taking an interest in the material welfare of its public school teachers. The salary bonus appropriation indicated even more clearly the generosity of our State government, which was restricted only by the urgent financial limitations of a war-time period.

Although your committee was appointed at a very late hour in the governor's preparation of the State budget for the next biennium, its officers did not hesitate to ask the chief executive for a special appropriation of half a million dollars to be made available for the economic relief of the members of a profession. It is estimated that such a sum would be of material assistance to all teachers whose salaries were less than \$800.

Although it was too late to hope to realize these ambitions of the committee, we are all grateful that Governor Harrington was finally enabled to place the sum of \$150,000 in his budget for distribution as a bonus to teachers in public school service. You are familiar with the features of the law which was enacted to provide for the equitable distribution of the fund in the form of a supplementary salary.

The chairman of your committee is thankful of the opportunity which was given him to have a small share in the enterprise which was thus happily brought to a conclusion. Of the \$100 appropriated to meet the needs of this committee only \$22.15 was expended. In return for this outlay the Association placed in many hands the sum of \$150,000.

On the basis of the tabulations in the office of the State Superintendent of Schools I present the following table, which shows the number of teachers whose annual salary was less than \$700 sharing in the distribution of the \$150,000. The total number of persons sharing in the distribution of this fund was 3,444, of whom 2,173 white teachers received \$50 each and 560 colored teachers \$25 each. Each of the remaining 711 teachers received a bonus varying in amounts from \$49 to \$2.50, in accordance with the provisions of the special law. The average amount received by each recipient of a bonus was \$43.55. Computed in terms of the number of teachers reported for the year closing 1917, the beneficiaries for this fund were 52.5 per cent of the total number of public school teachers. Exactly 50 per cent of the white teachers and nearly 65 per cent of the colored teachers shared in the distribution. It is believed that this relief so speedily assured by the State did much to preserve the teaching staff in our public schools and to save it from further disintegration.

**Number of Teachers Sharing in the Distribution of the \$150,000 Bonus,  
State of Maryland, 1918.**

County and City.	White.	Colored.	Total.
Allegany .....	219	5	224
Anne Arundel.....	125	57	182
Baltimore .....	206	52	258
Calvert .....	33	12	45
Caroline .....	73	18	91
Carroll .....	158	10	168
Cecil .....	106	18	124
Charles .....	37	20	57
Dorchester .....	97	37	134
Frederick .....	215	25	240
Garrett .....	101	..	101
Harford .....	99	18	117
Howard .....	45	10	55
Kent .....	66	27	93
Montgomery .....	79	33	112
Prince George's.....	95	39	134
Queen Anne's.....	62	11	73
St. Mary's.....	47	17	64
Somerset .....	77	31	108
Talbot .....	67	28	95
Washington .....	225	12	237
Wicomico .....	112	28	140
Worcester .....	90	27	117
Baltimore City.....	361	114	475
 Total.....	 2,795	 649	 3,444

EDWARD F. BUCHNER, Chairman.

MARY G. LOGUE, Secretary.

November 25, 1918.

**MARYLAND STATE TEACHERS' ASSOCIATION.**

**Financial Report of Special Committee on Teachers' Salary Bonus and Increase.**

Appropriation made at the 1918 meeting of the M. S. T. A. to meet the needs of this committee.....	\$100.00
January 2, 1918—Received from the Treasurer of the Association .....	\$50.00

January 22 to May 4, 1918—Expenses:

Postage .....	\$11.00
Telegrams .....	8.40
Harris & Co., printing letter.....	2.75
<hr/>	
Total.....	\$22.15
	\$22.15
	\$22.15
<hr/>	
Balance of appropriation received, unexpended, check herewith to Treasurer.....	\$27.85
<hr/>	
	\$50.00
Balance of appropriation unexpended.....	\$77.85
<hr/>	
	\$100.00

EDWARD F. BUCHNER, Chairman.

November 25, 1918.

A motion was made by the speaker, Dr. Buchner, that a resolution be drafted expressing the appreciation of the Association to be sent to his excellency the governor of the State of Maryland for his very generous attitude in trying to meet the extraordinary emergency which existed a year ago and relieve the situation among the teaching profession.

President OREM: You have heard the resolution and I would suggest that if there is no objection on the part of the chairman to have a resolution requesting the committee to make this expression to the governor of Maryland. I believe we ought also to express our appreciation to the committee for its successful efforts. Is there some motion along this line?

Dr. KOCH: I move you, sir, that the thanks of the Maryland Teachers' Association be expressed to the committee for its efforts on behalf of the teachers. I do not know whether that would be an acceptable amendment to the motion that Dr. Buchner made.

President OREM: We have two motions, then. We will act upon the one made by Dr. Buchner first, namely, that the committee make this expression to the governor.

This motion was unanimously carried and subsequently the following letter was sent to Governor Harrington:

Johns Hopkins University, Baltimore, Md., January 14, 1919.

My Dear Governor Harrington:

At the business session of the annual meeting of the Maryland State Teachers' Association held in Baltimore November, 1918, the chairman of the Special Committee on Salary Increases reported in detail concerning the appropriation of \$150,000, recommended by you in your budget and approved by the General Assembly, for distribution among the regular teachers in public school service at the close of last year as

a salary bonus. The report also made mention of the new teachers' salary law adopted during the session of the General Assembly.

Thereupon the Maryland State Teachers' Association by a unanimous vote adopted a resolution expressing its appreciation of your sympathetic attitude in so generously meeting the extraordinary emergency which existed a year ago, an action which, it is believed, did untold good in saving the teaching profession in our State from more disastrous disintegration.

In communicating this resolution to you I wish again to add my personal appreciation of your interest in public education and to express the hope that throughout your administration the needs of our children and their teachers will continue to have a warm place in your executive mind and activity.

Sincerely yours.

EDWARD F. BUCHNER,

Chairman Special Committee on Salary Increase.

Governor Emerson C. Harrison.

President OREM: The next motion, made by Superintendent Koch, is that we express the Association's thanks to the committee.

This motion was duly seconded and unanimously carried.

Miss Logue moved that flowers be sent to Mr. G. H. Reans, who is ill, in appreciation of his valuable assistance in securing facts from the State Department of Education.

This motion was seconded and unanimously carried.

Miss Logue was appointed a committee of one to attend to the foregoing matter.

President OREM: We have another matter on our program before the election of officers, and that is the question of affiliating the Maryland State Teachers' Association with the N. E. A. There does not seem to be enough in attendance this morning to take any action that would be binding upon us, but I am going to ask the Maryland director of the N. E. A. to explain the matter briefly and to make some recommendation if he has any. I call upon Mr. Frank E. Rathbun, of Oakland, Md.

Mr. RATHBUN: Mr. President, Ladies, and Gentlemen: The movement that was first inaugurated last February, followed later by a similar meeting at Pittsburg, at which the N. E. A. took up the work of bringing before the people of America big problems incidental to the school system, has brought in a way to the attention of the country as never before the great needs of the public schools.

For instance, one of the prominent needs in the meeting of this association these two days has been that of Federal support, Federal guidance, assistance in the furtherance of the aims of the educational system of our country. Those who have attended these sessions see that the Federal Government has been in evidence here yesterday and today as never before in one our State association meetings. It is a foregone conclusion that such a method of campaign, such a spreading of information before the people of the country costs money. The

N. E. A. last July at Pittsburg set aside a fund of about twenty-five or thirty thousand dollars for the spreading of information before the people of the country in reference to the small salaries and the inadequate returns from the educational system. The obligation was taken in great measure upon faith that the teachers of the States would support the N. E. A. in obligating itself for the expenditure of such a sum. A field secretary was appointed at a salary ranging from ten to fifteen thousand dollars, and this means money. The N. E. A. therefore comes to this State Teachers' Association asking for the financial support in some way along some lines that have not yet been definitely worked out whereby a systematic campaign can be made, and the teachers of the State should become members of the N. E. A. It has not yet been definitely determined upon what policy shall be followed as to the method of securing the same, but in order to go before Congress with a strong hand and with a strong support of the intelligence and quickened school people of the nation it will be necessary to have a large representation back of the N. E. A., therefore in order to give this bill the proper attention that it must demand it must have the teachers of the country back of it. There is no other one channel aside from the N. E. A. that is possible for the teachers to show that support. Therefore in view of the fact that the N. E. A. has taken this stand and that the Federal bill has our support, I make a motion that this Association delegate to the executive of this Association the proper and adequate authority to act in accordance with the policy or method of procedure as is deemed fitting by that committee for the furtherance of the idea of affiliating the Maryland State Teachers' Association with the N. E. A. in such a way as to secure the ends we have had in mind for the furtherance and the betterment of school conditions throughout the country. I therefore move that as a motion.

The motion made by Mr. Rathbun was duly seconded and unanimously carried.

#### ELECTION OF OFFICERS.

President OREM: The first officer to be elected is the President for 1919. We are ready for nominations.

Mr. HANDY: I desire to place before this Association the name of a gentleman whom I think we all know and admire. He is a gentleman of fine appearance and he would look well in a captain's uniform. He is a man of great experience in executive matters and stands well in the city and in the counties. He is greatly interested in this Association. I don't know whether you know of whom I am talking or not.

I have pleasure in presenting to this Association for President the name of Dr. David E. Weglein. [Applause.]

Mr. Handy's motion seconded by Mr. Owens.

PRESIDENT: Are there any further nominations?

There were no further nominations.

It was moved that the nominations be closed, and the motion was seconded and duly carried.

It was moved and seconded that the Secretary cast a ballot for the next President, Mr. David E. Weglein.

PRESIDENT: The Chair declares Dr. David E. Weglein elected President for the year 1919. Is Dr. Weglein present?

The Vice-President's office is filled ex officio. Nominations are in order for the Second Vice-President.

Dr. Henry S. West was nominated for Second Vice-President.

It was moved and seconded that the nominations be closed and that the Secretary cast a ballot for the Second-Vice-President.

PRESIDENT: The Chair declares Dr. Henry S. West elected Second Vice-President.

PRESIDENT: The next office to be filled is that of Secretary.

Miss RICHMOND: Mr. President. I rise to perform my annual duty of nominating Mr. Hugh W. Caldwell as the Secretary of the Maryland State Teachers' Association, a gentleman, I think, who is handsome, too. I think he has been helpful and I think that his services have been so well rendered that it would be a serious loss if he were not continued in office.

This nomination was seconded.

PRESIDENT: The Chair will, without formality, declare the nominations closed.

Mr. Hugh W. Caldwell was thereupon unanimously elected Secretary of the Association for the year 1919.

PRESIDENT: Nominations for Treasurer are now in order.

Dr. R. Berryman was nominated as Treasurer.

A motion having been made that the nominations be closed, it was seconded, and Dr. R. Berryman was elected by *viva voce* vote as Treasurer of the Association.

PRESIDENT: It is required that one member of the Executive Committee be elected for a term of three years, and Dr. Andrew H. Krug is the present incumbent. Is there any nomination for this position?

Dr. KOCH: I take great pleasure in nominating Dr. Krug for the position.

This motion was seconded, and, there being no further nominations, Dr. Krug was elected by *viva voce* vote for a term of three years.

PRESIDENT: The Secretary informs me that the election of Dr. Weglein, who is a member of the Executive Committee, automatically causes a vacancy of a two-year term on that committee. Is there any nomination for this vacancy?

John T. Hershner was nominated as a member of the Executive Committee for the two-year term, and, the nomination having been seconded and no further nominations made, Mr. Hershner was elected by *viva voce* vote as a member of the Executive Committee for the two years' term.

PRESIDENT: We shall be very glad, since that completes the business of the year, to have Superintendent Koch and Superintendent Wright escort Dr. Weglein to the chair.

Dr. Weglein was then escorted to the platform and the President introduced him to the members of the Association.

Dr. WEGLEIN: The sight of this audience overwhelms me. I want to express my appreciation of the honor you have conferred upon me and wish to assure you that whatever is in my power to render the Association successful in its work during the coming year will be my endeavor. Of course no one person can do much, but each one must help, and in promising you every effort that I can put forth I want to ask at the same time your co-operation in order to make the work of the coming year as successful as the work of the past few years has been. I thank you very much for your kindness in choosing me for your President in the coming year. Is there any further business?

There being no further business, a motion was made to adjourn, which motion was duly seconded and unanimously carried.

#### DEPARTMENT OF SECONDARY EDUCATION.

JOHN L. SIGMUND, Secretary.

##### Minutes of the Department of Secondary Education.

Western High School, Baltimore, Md., November 29, 1918.

In the absence of both the chairman and the vice-chairman, Captain North, of the State Department of Education, called to order the meeting of the Maryland State High School Teachers' Association at 2 p. m.

After the minutes of the last meeting had been read and approved the following were elected as officers for the year: Chairman, Mr. John L. Sigmund, of Frederick; vice-chairman, Mr. George F. Morelock, of Westminster; secretary and treasurer, Mr. J. Herbert Owens, of Havre de Grace. Motion was made and carried that the dues collected from the membership of the Association be kept in the hands of the Association's treasurer.

At the completion of the business session Captain North addressed the members of the association on the subject, "Wherein Can We Improve Our High School Course of Study?" He pointed out that our system of high schools had grown out of the elementary school system and had preserved its old "lock step" basis of promotion, by which a student failing in a single subject was required to repeat the work of the entire year. He proposed, as an alternative, promotion of students by subjects, and their graduation from high school as soon as a certain number of "units," or "points" were obtained.

In conclusion, Captain North advised that a committee be appointed by the association to look into the present status of secondary education in this country, with a view to the improvement of our own State high school course of study, and he suggested that this committee investigate particularly the following topics:

1. Promotion specifically by subjects.
2. Straight graduation on points or units, with sixteen units as the number required for graduation.

3. A handbook of methodology, containing standardized and specific suggestions along all lines, together with a manual of vocational work in outline.

4. The junior high school.

A motion that a committee be appointed to do the work suggested and outlined by Captain North was passed by the association. President Sigmund announced that this committee would be appointed as soon as he had opportunity to confer with Captain North about the matter.

Following the above Dr. M. Bates Stephens addressed the association, saying that he wished briefly to call attention to two or three matters of immediate interest. He inquired what was being done with reference to the time lost during the epidemic of influenza, pointed out that thirty-six weeks constituted a minimum school year, and suggested that a shorter school year than that would depreciate the value of the students' accredited records.

He also called attention to the fact that there was an inadequate supply of teachers for vacant high school positions and expressed the opinion that it might become necessary, during the emergency, to grant certificates for teaching such high school subjects as history and English to normal school graduates who had taken summer school courses in those subjects.

With reference to the course of study Dr. Stephens held the view that it could be made more flexible by introducing additional vocational work, by giving up to a greater extent the idea of preparing students for college, and, in general, by making it conform more to the requirements of the Smith-Hughes law.

After discussion of ways of making up lost school time by Captain North, Messrs. Seltz, McBee, Creasy, McMannis, and Strang the association adjourned.

J. HERBERT OWENS, Secretary.

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### GRAMMAR SECTION.

EDNA M. MARSHALL, Chairman.

MARGARET PADIAN Secretary.

Towson, Md.

The Grammar Section of the State Teachers' Association met in the Western High School, Baltimore, on November 29, 1918, at 2 p. m.

Mr. Ernest E. Race, of the Maryland State Normal School, called the meeting to order.

Mr. Sydney S. Handy, of St. John's College, presided in place of Miss Edna M. Marshall, chairman of the Grammar Section, who, on account of illness, was unable to be present.

Mr. Ernest E. Race gave an interesting talk on Vitalizing Geography Teaching. He brought out the facts—

(1) That in order to vitalize geography it is necessary to begin with home geography and end with home geography.

(2) That the experiences of the pupils should be utilized in such a way as to make them observe more closely the things around them.

(3) That real significance and life might be given this subject by making it the background for teaching the great European war.

Miss I. Jewell Simpson, supervisor of Carroll County schools, spoke on the Use of Text-Books in Teaching History.

#### Outline of Miss Simpson's Talk—Use of the Text Book in Teaching History.

##### I. Importance of the Subject.

1. How to use a text-book is to most American teachers the fundamental problem of history teaching; to some it is, unfortunately, the whole problem.
2. European and American methods of handling the history text contrasted.

##### II. Examination of Text.

1. Have pupils learn the purpose and use of table of contents, index, pictures, maps, questions, lists of books, review chapters, appendix material, and a typical chapter of the text.
2. Call attention to the periods of history, using the blackboard to indicate dates of each period, pages given to each by author, and significant names of each.

##### III. Suggestions for Teaching Pupils "How to Study."

1. One pupil reads aloud from text, others following with books open. Ask reader to tell in his own words what he has read. Others criticise and fill out. Continue process of having others read paragraph again and repeat its substance until definite results are secured. In this way pupils are trained to get the central thought of a paragraph or topic and to organize other thoughts around this.
2. After real class study assign certain questions which indicate definitely what the pupil is to look for. Illustration cited from Dr. Henry Johnson's "The Teaching of History": Topic, The Albany Congress:
  - a. Find further evidence that the colonists were in need of a closer union.
  - b. Arrange this evidence in the form of a convincing argument.
  - c. Support the text by at least one good illustration of efforts to secure a closer union in some phase of present life.
  - d. Read pages 112-116 and 120-126 in the text for information as to attitude of colonists immediately following the Albany Congress.

3. Require pupils to analyze lesson and bring to class a written outline. In recitation one pupil copies his outline on the board. Class criticism and suggestion finally build up an outline which is copied into the pupils' notebooks. Value of notebook summaries and diagrams.

#### IV. Collateral Reading.

1. Require pupils' notebooks to contain the following information on all assigned reading: Full name of author, full title of book, publisher and date of publication, number of pages read, personal impressions, copy of some good passages.
2. Collateral reading by class should begin not later than the sixth grade, and above the seventh should be part of the daily preparation. Often have individual oral reports. Classify sources as primary or secondary.
3. How to build up a school library. Instead of buying books suitable for all topics in history decide which topics are especially in need of elaboration and buy the necessary literature to develop those. Old South Leaflets and American Leaflets are valuable and cheap. Illustrative exercise suggested by John Fiske from Old South Leaflet, No. 17, entitled Verrazano's Voyage:
  - a. What did Verrazano say the object of his expedition was?
  - b. What facts did he observe about people along the coast?
  - c. Mention some differences between the Northern Indians and the Southern Indians as he saw them.
  - d. Tell some sound views about the earth that Verrazano held; also some views of his that have since proved to be unsound.

#### V. The History Teacher's Aims.

1. Make the past real by making use of such aids to visualization as pictures, maps, charts, and diagrams, dramatization, letter-writing, and diaries, etc.
2. Give pupils training in weighing evidence.
3. Let them enjoy inspirational reading.
4. Teach pupils "how to study" by training them to do something rather than to remember something.

#### VI. Useful Books for the Teacher's Library.

1. Johnson—The Teaching of History (Macmillan).
2. Simpson—Supervised Study in History (Macmillan).
3. Committee of Eight—The Study of History in the Elementary School (Scribners).
4. Andrews, Gambrill & Tall—A Bibliography of History for Schools and Libraries.

Mr. Sydney S. Handy, of St. John's College, talked on Teaching Oral English in the Grades.

He emphasized the importance of oral English as making for clear thinking, development of personality, and independence of thought and action.

He reminded his audience of the fact that every great event has been preceded by a speech, and made the point that the place to begin training in oral English was in the grades.

Before adjourning the Grammar Section organized for the following year by electing Miss Minnie Davis, of the State Normal School, Towson, chairman and Miss Anna M. A. Padian secretary.

Respectfully submitted,

ANNA M. A. PADIAN, Secretary.

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### PRIMARY SECTION.

ALICE E. MILLER, Chairman.

VIRGINIA HUGHES, Secretary.

The Primary Section of the State Teachers' Association met at the Western High School at 2 o'clock Friday afternoon November 29. The meeting was called to order by Miss Alice Miller, chairman, who explained that the program had been arranged before hostilities had ceased in Europe. Four papers were read. The first was presented by Miss Mattheai, of Allegany County, in which she developed four projects according to Dr. McMurray's standards. The projects and their correlation with other activities were Conservation, Thrift Stamps and Liberty Bonds, War Gardens, and Junior Red Cross.

The second paper was read by Miss Reely in place of Miss Wolf, of Allegany County, who was ill, and therefore absent. She told of stimulating the sale of Thrift Stamps by correlating the experience of some of the children who had relatives at Camp Meade with their geography, by discussing location of the camp, transportation there, and the embarkation for France.

Miss Holloway, of Worcester County, read the third paper. Her project was "How to Earn Money to Pay the Junior Red Cross Dues." She met her difficulty by giving an entertainment, in which friends and patrons were invited to spend an evening with the early settlers. It proved a great success.

The fourth, who was Miss Rolnick, of Anne Arundel County, began her work in January. Her project was a big sale of War Savings Stamps. In February the children decided that as Washington had made his country free, a good way to celebrate his birthday would be a sale of Thrift Stamps. A poster was made containing the names of the children subscribing. In March they worked for 100 per cent, and sold \$175 worth of stamps. A play was staged, and from it and its repetition the end of the year saw the class owning \$350 in stamps.

Miss Hanckel, Miss Kelly, Miss Clark, and Miss Keiffer made impromptu speeches on correlating Red Cross work with community activities, and gave an account of the work accomplished by their various counties.

"English in the Primary Grades" and standards in written composition was taken up by Miss Evelyn C. Cook, of Baltimore County, in which she said: "In most courses of study the technical parts of composition are taught in the early grades. We have expected as much in matters of punctuation, etc., from the fourth-grade child as from the sixth-grade child. Many teachers have felt the lack of standards in written composition. So we had teachers work on special composition, with a view to determining standards, and which would illustrate the quality of composition the children should be able to handle at the end of the year. They took for guidance in this matter Bernard Sheridan's 'Speaking and Writing English,' and the National Society for the Study of English, eighteenth book. There were no standards set for the first grade. The second grade is to be able to write two or three related sentences. To the eighth grade compositions were to contain but one paragraph.

Mrs. Osborne, of Baltimore County, continued the discussion by saying: "The standards were worked out by a committee of teachers, then printed and sent broadcast, so that time should not be lost in re-teaching. These standards will be a beacon light in the county and will help to make strong and correct papers. We hope to eliminate errors by drill on correct forms. In the middle of the year take an inventory to see if stress has accomplished results. In June these errors should be entirely eliminated. A list of the inventory must be handed to the teacher of the succeeding grade.

Miss Clark told of a scheme in Talbot County in which the children make their own list of errors and keep their own survey, checking up mistakes and corrections on Friday afternoon.

Miss Etta Marshall, of Baltimore County, gave suggestions for taking an inventory of grammatical errors. She would guard against individual errors and authorize the correction of class errors. She suggested a notebook, in which are listed errors as they are made and each time it occurs for two weeks. Then tabulate according to frequency, and select not over four or five as a course of study for the year. Fourteen per cent to 70 per cent of the errors are verb forms, such as I seen, I ain't got.

Miss Anna Grace concluded the discussion. She feels that some teachers are able to accomplish more than the tentative standards.

The meeting closed with the election of Miss Kelly chairman and Miss Keiffer secretary for the ensuing year.

VIRGINIA HUGHES, Secretary.

**AGRICULTURAL SECTION.**

W. R. C. CONNICK, Chairman.

EARL C. BAITY, Secretary.

**Vocational Agricultural Meeting.**

Saturday, November 30, 1918.

**Mr. Wm. B. Kemp, of Sparks: The Probable Size of Agricultural Departments.**

Before we can intelligently discuss the probable size of an agricultural department in a rural high school we must have clearly in mind the goal towards which we are working. Sometime ago my attention was directed to this statement by "Butterfield": "Our aim is to maintain upon our land a people whose status in society fairly represents American ideals." If I interpret this statement correctly, it means that we are working for the establishment of a class of farmers as business men, whose home comforts and conveniences and whose financial opportunities are comparable with those of the city business men who manage an equal capital, whose children will have the same educational opportunities as the children of men engaged in business enterprises in our cities, and whose employees will have hours of labor, home conveniences, and income comparable with those of the employee or wage earner in other fields of endeavor.

I do not see in that statement any call for more people on the farms. Indeed there should not be more until those already on the land are properly taken care of, until the increasing shortage of agricultural commodities shall force prices up to a level where the income received by farm operators and farm laborers will be sufficient to keep men in these occupations, or until each farmer conducts a business large enough for the narrower margin on a greater volume of produce to give an income that can compete with the incomes made from other occupations. This bigger business will permit the use of more labor-saving machinery. But this, again, means not more, but fewer farmers.

It is very seldom that the son of a farm laborer is able to enter high school, and it is equally seldom that a boy who has attended high school becomes a farm laborer. And now that war wages have drawn what remains of this labor into other work the sons of the farm operators have had to sacrifice their education to take the place of this labor. During the first quarter of this school year the Agricultural High School was in session for thirty-two days, but the average attendance of the boys from the farms was a little more than eight days, while boys from other occupations attended twenty-three days.

If our purpose, then, is not to urge more boys to make farming their life work, but to merely see that those who do engage in agriculture receive all possible training, then what size can we reasonably expect the high school agricultural department to be? Obviously the most

that can be expected is that the agricultural department will have within it the necessary number to replace during one generation the farm operators within reach of the school.

Within a radius of 3 miles of the school, which is equivalent to about 4 miles by wagon road, there were a few years ago about 55 farms, in addition to a few small places where the farm operator made his living from some other occupation. If the information I have obtained is correct, these 55 places are now farmed by about 40 operators. So for our purposees they represent 40 farms. If as an average each of these farms raises a family every 30 years, and if the average family contains four children, then about 5 children per year will reach high school age in families of these 40 farm operators. Of this number  $1\frac{1}{4}$  will be boys who can be reasonably expected to some day replace their fathers, and should therefore reecive agricultural training.

In addition to the area that I have mentioned the school also draws from about an equal area along the railroad. If we assume that the conditions in this territory are the same as those near the school, then there may be at any one time from 10 to 12 boys within reach of the school who will some day become farm operators and who may be expected in the four high school classes.

Some day there may be roads or transportation or local boarding facilities that will permit the school to draw from a larger area or the time may come when one farm can support more than one highly trained worker. But until such time does come a grave injustice will be done to the work if anyone is permitted to believe that an agricultural school to be successful must have a large student body. If three a year are all that are needed within the area from which it draws, then our effort should be to give those three the best possible training, rather than to endeavor to bring more into the work. And if it is to the interest of the community that those three receive a college education in addition to their high school course, then that course must be such that they can enter college with the fewest possible handicaps.

### **Educational Value of the Home Project.**

**J. E. Metzger.**

The term project is not a new one. It has been used for a long time in designating certain activities in experiment stations and colleges. The term as used in these institutions means continued effort in problems of investigation and experimentation. It is assumed also that the one engaged in conducting the work of a project has sufficient basic training and experience to undertake the investigation and that he is able to forecast the probable outcome, whether it be negative or positive.

It will be seen from this definition of the term project that this new movement in connection with high-school work is very happily named. In the combination of teacher and pupil there may be found the necessary requisites for the success of the movement. From the standpoint

of the pupil project work means that he has had the necessary scholastic training to conduct a piece of work which will exercise his previous experience and his present ingenuity to the fullest extent. He will be following a definite procedure for a sufficient length of time to develop his individuality and initiative. He will not be conducting investigations and experiments in the sense that the higher institutions use this term, but he will be inquiring into and drawing conclusions in problems that are new to him. The teacher will be the guiding influence in outlining and conducting the home project. Since the object of all school work is essentially educational it must be assumed that he is capable of directing the boy along lines that will assure his continued interest in the work as well as his mental development.

There are two fundamental problems that confront the teacher in inaugurating and conducting home project work—the attitude of the boy and the proper understanding of the purposes of the work on the part of the parent. It is absolutely essential that the boy's interest and enthusiasm be maintained throughout the entire procedure, even though it may become laborious at times. This can be done by a change of scene at the proper time. For example, it would be impossible to make the milking of cows educational to a boy beyond the point where he had actually learned how, because at that age he has no interest in becoming economically efficient or skillful in the art. Milking is a part of the daily duties of most farm boys. However, if the routine of the work is set in the background by introducing at the right time such new interests as the weighing of the milk and feed, the calculations involved in arranging a balanced ration, the testing of the milk of individual cows and the keeping of a comparative record for a certain number of animals, enough of new material will be used to attract his attention for the desired length of the project. In the same way it is possible to use other live-stock projects or to adapt problems in the improvement of farm crops to the use of the school in its project work.

The attitude of the parent toward the extension of the school work into the home and home life of the boy as well as the family is of first-hand importance. The parent must fully understand that the intent is the development of the boy; that the project is not necessarily a demonstration of how to increase production or net profits. Where possible the methods pursued should be the identical methods used by the boy's father, and in all cases there should be a complete understanding between the teacher and parent as to the manner in which the work is to be done and the objects and results to be obtained.

Frequently the home projects may be made a part of the general program of other organizations in the development of a community. Wherever this can be done there should be the closest co-operation with these organizations. A concrete example of how the project work may be a part of the general development program in a school district is represented by the following: There exists an association for the purchase and sale of pure-bred dairy cows, and a pure-bred sire association is also organized. Doubtless the boys' club interests of the State

would take advantage of the situation and organize a boy's calf club. The agricultural teacher in turn can capitalize the situation by having some of its pupils elect the rearing of a pure-bred calf as his home project. From the school standpoint everything that is desired in the education and development of the boy is accomplished, and at the same time they are co-ordinating their projects along the lines of the interests and activities aimed to develop the community as a whole.

It must be evident that interest in the project itself is the dominating factor in guiding the destiny of the boy in this work. Parents and school authorities should permit the boy to share in any accrued income as a result of his efforts, but the boy must be made to understand that what he is doing is a part of his school program and that the money thus secured is only an incidental item. The importance of this is best realized when it is noted that most project and club work yields returns that can not be duplicated under the extensive systems practiced even on our best farms.

Finally, vocational education should not be antagonistic to liberal education, for they can aid each other in accomplishing the great purpose for which the school was created, viz., the training of intelligent and efficient citizens.

#### **Vocational Agricultural Education as Fostered by the Smith-Hughes Law.**

R. W. Heim, Federal Agent for Agricultural Education, Federal Board for Vocational Education, New York, N. Y.

The Sixty-fourth Congress passed a law, now generally known as the Smith-Hughes Act, which was approved by the President February 23, 1917. This act provides for co-operation between the Federal Government and the several States in the promotion of vocational education in the fields of agriculture, home economics, and trades and industry. It insures an annual appropriation for the stimulation of this work and sets up certain definite conditions under which the moneys thus appropriated may be expended.

For our discussion this morning we will confine our remarks to the work in the field of vocational agriculture only. For this type of work there was appropriated for the year 1917-18 the sum of \$548,000 for the salaries of teachers, supervisors, and directors of agricultural subjects, this sum to be increased yearly until the year 1925-26, when it will have reached its maximum of \$3,027,000, this sum to be the annual appropriation thereafter. The appropriation for teacher training was \$546,000 for the year 1917-18, this sum to be increased yearly until the maximum is reached, which is \$1,090,000 for the year 1920-21, this sum to remain fixed after this date. Not more than 60 per cent and not less than 20 per cent of the teacher-training fund is to be spent for the training of teachers of agriculture. In Maryland \$6,455.61 was given from the Federal appropriation for the salaries of teachers of agriculture. This being matched by a similar amount of money in the State

made a total of \$12,911.22 which was available for this work. For teacher training the State received \$7,067.49, which when matched by a similar amount within the State made a total of \$14,134.98 to be spent for teacher training in agriculture, trades and industry and home economics. Sixty per cent of this sum could have been spent for the training of teachers in agriculture.

In order to secure the benefits of the appropriations the State board must prepare plans showing certain specific conditions under which the particular type of work is to be carried on and also setting up certain minimum standards and qualifications, among which the following are the most pertinent, and which it might be wise at this time to enumerate very briefly:

1. All schools receiving Federal aid must be under public supervision or control. This is an application of the well-recognized principle that where a dollar of public money goes there must also go public supervision to see that the public money is expended for the purpose and to the end for which it was appropriated.

2. The controlling purpose of this education must be to fit for useful employment on the farm.

3. The instruction in these schools must be of less than college grade.

4. The instruction in these schools must be designed to meet the needs of persons over 14 years of age who have entered upon or who are preparing to enter upon the work of the farm or of the farm home.

5. Every dollar of Federal funds must be matched by a dollar of State or local funds, or both.

6. Reimbursement from the fund for salaries of teachers will be made to schools only for salaries of those qualified under the standards set up in the State plan and approved by the Federal board.

7. The fund for the training of teachers, supervisors, and directors of agriculture may be expended only for actual maintenance of preparing such teachers, supervisors, or directors.

It will also be necessary, before a State plan becomes workable and before Federal funds can be used to subsidize the work in agriculture in any State, that such things as methods of instruction and plans for carrying on the supervised farm practices in agriculture, etc., be written up in detail and incorporated in the plan. Practical work, laboratory work, and theoretical instruction should be required in every instance, and the methods of instruction in these various lines should be such as to best prepare the pupils for the occupation of farming. Laboratory and recitation work should not be separated into distinct phases, as is often done. The work of a single day might comprise some demonstration work, some recitation work, and some laboratory work. The sequence of topics should not necessarily be that of the text-book, but should follow the growing season, and the stress given to a particular topic should depend upon the importance of the topic to the farmers of the community rather than upon the number of pages which the text-book devotes to the topic. I think this is very important. The supervised practical work, more generally termed home

project, should bear directly upon the work offered in the class room and the results to be expected are that considerable skill will be developed in the art pursued.

In addition to developing skill in certain practices, the home project should involve management, and should insure increased knowledge of the subject-matter with which the project deals. A good yield at moderate cost is the ultimate result of a successful project. It should frequently lead to improved farming at the boy's home, in which sense the project will serve as a demonstration. The student should in the end have acquired confidence and ability in handling any ordinary situation which may arise in the field of his project and should be well informed in all the phases of management involved. The pupil should gain pride in the craftsmanship of his calling due to skill gained.

It is very necessary before the pupils begin their projects that the teacher proceed in the right channels. The pupil's home should be visited and the boy and his parents consulted as to all the conditions bearing on his agricultural course and in particular as to his project.

As far as is possible the teacher should obtain a spirit of co-operation with the parents and should familiarize himself with all the home conditions which may in any way influence the progress of the boy in his work.

With the assistance of the members of the class, the teacher should conduct a brief survey of the community at the beginning of the school year. This is not to be a general farm management survey, but a survey along the lines proposed for the projects of the current year only. This brief survey, conducted for class needs only, together with the visits to the homes, will provide a good basis for guiding the boys in the wise selection of projects and will show the current changes in agricultural emphasis in the community. It will also provide a concrete basis for class-room work. It will be absolutely necessary that this part of the work be carefully supervised by the instructor at all times, as the Federal law clearly states that every boy enrolled in a department of agriculture receiving Federal aid must carry on a project for a period of at least six months each year, correlating the work of the class room with the work on the school or home farm.

I trust that here in Maryland, where you have in the past done considerable good work along agricultural lines in secondary schools, that there will continue to be that close correlation between the practical and theoretical instruction. During the past year I have visited a number of schools in my region and found that agricultural teachers oftentimes gave a laboratory course in agriculture but did not have the boys carry on a project whereby the theoretical instruction was carried out in a practical way. This is a very serious mistake, as no vocational instruction can be given in my mind unless the boys are required to carry out the instruction on a practical basis.

**COUNTY SUPERINTENDS' SECTION.**

SUPT. E. W. McMASTER, Chairman.

SUPT. MILTON C. WRIGHT, Secretary Pro Tem.

**Meeting of County Superintendents and Members of County Boards of Education.**

2 p. m. Friday, November 29, 1918.

The meeting was called to order by Supt. E. W. McMaster, of Worcester County.

The subject for discussion was "The Organization of the Elementary School Course." Supt. M. S. Unger in opening the discussion dwelt on the organization of the course for rural schools. He pointed out as one principal defect in our organization of these schools that we are overloading the teachers of our smaller schools by giving them too many grades to teach, thereby making the recitation periods too short for effective work. He explained in detail the rural reorganization plan adopted by Carroll County at the beginning of the school year 1917. A number of center schools were designated which should admit all pupils up to and including seventh grade and in certain cases remote from high school eighth grade pupils. Special effort was made to make these model schools by assigning to them specially trained teachers, by increasing the school equipment, and offering better facilities generally than can be provided in each rural school. Parents have the option of sending children of any grade to the center school, but all pupils above the sixth grade must attend such school, as only grades one to six are taught in one-room schools, except in a few isolated cases. In order that parents may co-operate in the new program and in the interest of better school facilities, and opportunities for all children by removing the seventh grade from the one-teacher school, the following order has been passed by the Carroll County board: "That when it can be shown that a child has a distance of more than 2 miles the Board of Education will allow said child 2 cents a mile for each mile beyond the 2-mile limit. This to apply (1) in the case of schools that have been closed; (2) for children of the seventh and eighth grades who attend the center schools; (3) and to pupils who wish to attend a high school.

Mr. Clarence G. Cooper, rural supervisor of Baltimore County, in carrying on the discussion said that he did not believe the plan used in Carroll County would work in Baltimore County, the reason for this being that in the rural districts of Baltimore County there are few towns or villages where central schools might be established. Mr. Cooper stated that the plan being used in Baltimore County to accomplish the same end of less recitations and longer recitation periods for the one-room teacher is grouping of classes and alternation of work, which is now usually given to the various grades.

The discussion was continued by Supts. E. S. Burroughs, Hugh W. Caldwell, G. Lloyd Palmer, and others.

The question as to how to make up time lost on account of the influenza epidemic was then taken up. After some discussion it was moved and carried that the State Board of Education be asked to consider the matter and give to the various counties their decision as to whether all the time lost must be made up, and if so, to suggest some uniform way in doing it.

The question of methods of payment of teachers' salaries was discussed at length by several superintendents. The meeting then adjourned.

C. MILTON WRIGHT,  
Secretary Pro Tem.

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#### STATE HOME ECONOMICS ASSOCIATION.

MISS GRACE REEVES, Acting Chairman.

MISS MABEL L. STEPHENS, Secretary.

The third annual meeting of the State Home Economics Association was held on November 29 and 30, 1918, in the Western High School Building, Baltimore, Md.

Miss Grace Reeves, acting chairman, opened the session with the reading of a letter of greetings from the president, Miss Thomas, who is teaching in Florida.

Miss Agnes Saunders, State supervisor of home economics, who was to have presented the Smith-Hughes bill, etc., was unable to be present.

Miss Reeves discussed with the group the outline of the new course of study as arranged by Miss Thomas and Miss Lucy Cushman. Criticisms and recommendations in regard to the outline were made. Miss Palen was appointed to receive these criticisms and recommendations and to solicit others, all of which were to be forwarded to Miss Thomas.

On motion, duly seconded, it was resolved that the teachers test out the course of study during the coming year as far as possible, and report the result at the next annual meeting.

Dr. Ruth Wheeler, of Goucher College, addressed the organization. She emphasized the necessity of standardization and of a common understanding of the field of home economics.

Miss Baldwin, of the "Home Economics Journal," presented the Journal, urging the use of it by all workers.

At the conclusion of the above program the chairman called for the reading of the minutes by the secretary.

On motion, duly seconded, the same were accepted.

The Treasurer submitted the following financial report:

Cash on hand.....	\$23.50
No disbursements.	

On motion, duly seconded, the treasurer was requested to pay all bills for postage.

The appointed nominating committee being unable to serve, nominations were made from the floor. The following officers were thereupon nominated and elected to serve for the ensuing year:

President—Miss Helen Palen.

Vice-President—Miss Katherine Braithwaite.

Secretary—Miss Carrie Thornburg.

Treasurer—Miss Bessie Castle.

Inasmuch as the by-laws of the State organization required that all offices be held by public school-teachers, it was moved, and duly seconded, that the secretary request the State Committee on By-Laws to amend the ruling, in order that all home economic workers be permitted to have an equal right to hold office.

The acting chairman laid before the meeting an invitation from Miss Thomas to attend the Southern Home Economics Association at Blue Ridge, N. C., for its next meeting. Miss Thomas suggested in her letter that the president be sent as a delegate. No action was taken thereon.

Dr. Apple, of Hood College, invited the members of the organization to visit the practice school of the college, a new feature which has been recently dedicated.

On motion, duly seconded, the meeting then adjourned.

MABEL L. STEPHENSON, Secretary.

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#### MEETING OF CLASSICAL CLUB.

PROF. C. W. E. MILLER, Chairman.

The Classical Club of Baltimore held its first meeting for the year 1918-19 in conjunction with the Maryland State Teachers' Association at the Western High School on November 29. Prof. C. W. E. Miller, of the Johns Hopkins University, presided.

Professor Miller, after making a few remarks, announced that Miss Mary B. Lockwood, of the Western High School, would present a paper on "The Value of Virgil to the Secondary Pupil." Miss Rockwood spoke of the three values to be drawn from Virgil, viz., the historical, the æsthetic, and the ethical. The Aeneid is most sympathetically human. Virgil had a sense of responsibility far beyond his time. He saw Rome as the Rome that had not lost the ideals of her youth; as the lawmaker of the world.

Dr. Burchett, of Philadelphia, next spoke on "Derivations from Latin." In a most delightful manner she described her method of teaching prefixes, suffixes, derivatives, cognates, and loan words. She said that her aims were to give the student a short history of the English language, to teach the common prefixes and suffixes, and to impart an elementary knowledge of the analysis of words.

Dr. Elizabeth Nitchie, of Goucher College, presented a paper, in which she traced the influence of classical literature on our English

literature, insisting that people can enjoy and appreciate classical allusions only in accordance with what they know of Latin and Greek.

Dr. Kirby Flower Smith, of the Johns Hopkins University, spoke on "Latin as a Preparation for the Romance Languages." Dr. Smith said that Latin is important and instructive in relation to any language; that the training in formal grammar and in syntax is most valuable; that the modern Romance languages are modern forms of dialects of Latin, and that the appreciation of modern tongues is multiplied twentyfold for one who knows his Latin.

At the conclusion of this paper Dr. Miller urged all present who were not subscribers to the Classical Weekly to become such.

Miss Engler, of the Western High School, offered the following resolutions, the adoption of which was moved by Dr. Armstrong, of Goucher, and seconded by Dr. Smith.

Resolved, That it is the sense of this meeting that, in the schools of Maryland from whose curricula German has been removed, Latin should take the place of German for the following reasons:

(1.) That as a disciplinary subject an inflected language is superior to an uninflected one. Therefore Latin, which is, in this respect, more akin to German than to the Romance languages, should be the first foreign language to be studied.

(2.) That Latin gives invaluable aid to the study of English.

(3.) That Latin furnishes a stimulus and serves as a preparation for the study of the Romance languages.

(4.) That, in the coming era of internationalism, Latin is able to make a telling contribution in language and in literature and will thereby strengthen the bonds of sympathy between our nation and others.

Resolved, That we ask that a copy of the foregoing resolution be recorded in the printed proceedings of the fifty-first annual meeting of the Maryland State Teachers' Association.

The meeting then adjourned.

(Signed)

HATTIE J. ADAMS,

Secretary-Treasurer.

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#### DEPARTMENT OF MUSIC.

JOHN DENUES, Chairman.

LOUISE F. BONNER, Secretary.

The annual meeting of the Department of Music, Maryland State Teachers' Association, was held on November 28 at 2 o'clock, in the Western High School.

After the meeting was called to order by the chairman, Mr. John Denues, the minutes of the previous meetings were read.

This was followed by the election of officers for the ensuing year, the former ones being re-elected:

Chairman—Mr. John Denues, supervisor of Music, Baltimore.

Vice-Chairman—Miss Edyth Gorsuch, teacher of music, Towson High School.

Secretary—Miss Louise F. Bonner, assistant supervisor of music, Baltimore.

An interesting paper on "The Public School Orchestra" was read by the chairman, Mr. Denues, in which he emphasized the necessity of forming orchestras in the schools, through which the musical interest of the child is greatly stimulated and the enthusiasm is not only carried into the house but also the community at large. This paper was followed by one read by Miss Edyth Gorsuch, Towson High School, on "Music in the County Schools," but telling especially of the work done in the Towson High School, which includes chorus work and a school orchestra. Both papers were followed by interesting discussion.

The meeting adjourned at 3.30.

LOUISE F. BONNER, Secretary.

#### Paper for the Department of Music.

Maryland State Teachers' Association,  
Baltimore, Md., November 29, 1918.

We are all well informed as to what constitutes a symphony orchestra, with its choirs of string, wood wind, brass, and instruments of percussion; but what is that combination of instruments which is called a public school orchestra?

I think we may well say that "where two or three are gathered together" with musical instruments, this may be called a public school orchestra. We are not all so fortunate as having a school board which will provide the necessary amount of money to purchase music and instruments which may be needed to begin work with, but the live supervisor can find the most important element for success in orchestral work in the children themselves.

After a beginning is made ways and means will surely be found to foster the work. Aside from all other aims in public school music, and coming to the final analysis, the greatest aim should be to get music into homes and through the homes into the community at large.

Through the teaching of vocal music in public schools great progress is being made in producing a singing nation.

When our children are taught to express themselves naturally through music, then, and only then, may we expect our "community sings" to be successful.

Surely the twelve-year course in our public schools affords ample time for pupils to find themselves vocally. If this result is not obtained, supervisors have great cause for heart-searchings.

The success of all teaching depends very largely on the amount of interest felt by the pupils. This brings me directly back to my subject, "Public School Orchestras." Have you studied the faces of pupils in a grammar school while they were listening to their own orchestra play? Their own orchestra, that's the big thing.

Not only is pleasure and delight displayed in their faces, but a lively interest in music is written there. So we find that through the public school orchestra this much-desired factor of interest is greatly stimulated and the enthusiasm is carried into the daily music lesson.

Are your regular duties so great as to leave no time and energy for orchestral work?

No conscientious supervisor can do all there is to be done in teaching vocal music in the public schools. The days and hours are over-crowded—they always will be—whether you are teaching in a great city or in a small town. Conditions are very much alike, in that our ideals are always ahead of our attainments. This is as it should be.

I advise you to look upon the public school orchestra as a valuable aid in the development of your work and regard the extra hours given to rehearsals as so much gained for the cause.

Are you not fully prepared to undertake orchestral work? Much basic knowledge can be gained from books, but the best practical teacher after basic book knowledge is experienced in meeting actual orchestra problems as they arise in rehearsal.

The supervisor is the best leader, as he has the school view point. Where the number of orchestras is so large as to preclude personal direction by the supervisor a grade teacher should be secured who is best fitted to deal with pupils.

Ready and forceful arguments are ever at hand to show the educational value of orchestra work. Discipline, concentration, straight thinking, quick action—these are all necessary elements in playing an orchestral instrument.

It is not difficult to drive the argument home that playing an orchestral instrument is as educational as the making of a tabouret or the sewing on of a button. Everybody knows—but will not always say so—that music is one of the integral parts of practical living.

We all know what the war has done for music. Our boys sing. They sing in camp, they sing on the battlefield. Our boys play instruments. They play in camp and on the battlefield. How much has music meant to them? It is with great satisfaction that we now see our Government giving substantial support to music. General Pershing saw the need and now we have regimental bands, fully equipped as to men and instruments, and the best instructors provided to drill them.

For steps in organization may I refer you to a paper entitled "The Grammar School Orchestra," by Ralph Wright, published in "The Music Bulletin for November?" This is a practical paper, full of valuable suggestions.

My first experience in orchestral playing was in a public school orchestra. Those were great days. We did not always play well. On one occasion we played at a public meeting and something went wrong. I think about one-half of the players failed to observe a repeat. I was very much chagrinned about the mix up, and on my way home the principal of our school told me that the music was fine. I said I did not agree with him. I referred to the mix up, and he thought it was mag-

nificent the way we straightened things out, and said that an ordinary orchestra would have gone to pieces.

That principal was a really great man. He was optimistic. You will need optimism to succeed with public school orchestras. The reward is great and I hope you who are not doing this sort of work will return to your schools and organize orchestras.

JOHN DENUES.

### Music in the County Schools.

To have this topic fully discussed with due credit to all schools of Baltimore County would be the work of a supervisor, for our high schools are so distant, the one from the other, that it is beyond the power of a teacher in one of the schools to know all that her colleagues are doing. However, since I have good reason to believe that our aims are in accord—the physical conditions of the school and musical ability of the student may differ—may I therefore be permitted to limit myself to Towson High School, where I am intimately acquainted with the musical ideals and the results obtained.

Our first aim in creating an interest in music is to foster the feeling of good-fellowship not only among the students but also in the community. Comradeship, as we all know, arises from a common experience. Now, if music does not, what does so ably lend itself to this purpose? I need not answer this question, for we have read and heard of the effects of music in our training camps, here and "over there," where every means has been employed to create a bond of union among the men, who only a few days before had been strangers. And after all is said and done Maj. Gen. J. Franklin Bell sums up his experience in stating, "A singing army is a fighting army." While laying the foundation for this unity of thought, purpose, and action the civic attitude is simultaneously developed; each in a group must do his share for the good of all, although as an individual he is insignificant. The younger this lesson is learned the better for the future citizen.

Secondly, music should discipline. The slovenly fashion of sitting or standing is impossible for chorus work, and to my mind it does not indicate mental or physical alertness to follow speaker or conductor. Besides this, music should aid in securing a clear enunciation of the mother tongue—by no means a meagre aim. And through music we seek to teach the girl and boy the requisites of behaviour in public—a life-long asset.

Thirdly, through continued usage of good language and music in our songs we inculcate in the child the power of discrimination, resulting in a distaste of the unworthy forms, thereby making music a fine art. Like all the arts, it reveals the history, the spirit of the people and the condition of the composer or of the period the music represents. One poet aptly said, "Song forbids glorious deeds to die."

Fourthly, and the chief ambition, is to prepare our present pupils for the life which lies before them. With a certain amount of musical

knowledge they will be able to participate in educational, religious, political, civic, or purely social meetings, in all of which music figures prominently. Better still, with a love of music engendered in each young soul, girls and boys will not be wholly dependent on professional entertainers for their amusements, but they will be creators of pleasure within the four walls of their own home. If prepared and interested while in school, the masses of the future will profitably spend their leisure hours participating in chorus composed of their coworkers (for today the employees of railroad, mills, factories, commercial houses, etc., are organized in singing groups under efficient leaders). This form of entertainment saves many in our nation from perhaps the street corner, the cheap theater, or even the saloon, where the mechanical piano attracts the uncultured ear. According to Luther, music is next to religion as a civilizing influence.

Towson High School, recognizing that music has so many and such vital values, classes it among its essential subjects, and for satisfactory work gives credit toward graduation. Our basis of merit is not ability, but endeavor.

Conditions at our school and others in the country are not conducive to rapid progress. The pupils come to us with a varied musical knowledge, some knowing almost as much as the teacher, others not able to distinguish a note from the cleft or staff. So long as this lack of uniformity in the elementary schools exists it will be impossible to grade the four years' work in the high school. May I say just a word, however, in defense of our elementary school-teacher? With the various groups of children in one room and the many subjects to be taught in one day I do not see how he or she could send the children to high school with a definite amount of musical knowledge and all the monotones corrected unless the teacher is a marvel. At T. H. S. we have a so-called assembly room—three adjoining class rooms converted into one by means of raising screen partitions. This space can not adequately seat our entire high school (approximately 350), and even when two divisions are made imagine the discomfort for two large boys seated at a single desk for forty-five minutes.

During the week I see each first-year class alone for chorus work just once, but I meet them all again in a first-year assembly. The remaining classes I meet in groups of two classes, one period per week, and then in an assembly of all the second, third, and fourth year classes. The entire second year assembles in my room one more period per week for appreciation. Through the medium of the victrola and records borrowed from the children or belonging to the school the girls and boys have the opportunity of being introduced to the great artists and compositions which otherwise would remain unfamiliar to many of them. There also can be developed a few principles of music and the power of discrimination. The unadorned melody of a folk song gradually makes its appeal and soon they can see how it can lure a composer on to weave about it an opera or a symphony.

On Monday my little orchestra, of which I am very proud, gathers in my room after school is dismissed. Usually they stay until I ask them out. Its members are a "musical" pianist, two cornetists, a trombonist, and five violinists. After school on Thursday comes the Glee Club. Due to the epidemic, we have been late organizing this year. However, at the first meeting the students came—135 strong—but enough to show a splendid interest and spirit.

T. H. S. text-books have been the eighteen Community Songs and Progressive Music Series No. 4. The county schools, I know, differ in respect to text-books. These books are supplemented orally by folk, patriotic, artistic—yes, and war camp songs. If you will discover their value in starting some of "those boys." Not only the snappy, syncopated, catchy tune, but the thought that soldiers, and not girls only, are singing them gives that long-wanted impetus.

While teaching any songs opportunities will arise for remarking on time, value of notes, intervals, and for giving definitions of musical terms. My remarks on these rudiments have, I hope, been discreet, for as too much grammar deadens the interest in literature, so too much theory diminishes the joyous efficiency of singing. But I must state that I can not proceed with a chorus if the individuals are droopy or rigid. Neither attitude is natural and therefore does not produce perfect relaxation of the jaw necessary for the making of pure, rounded tones.

We do all in our power to introduce variety and interest in the work. For example, we sing various types of songs, we hear local artists, make assignments of well known unison song to different groups—or the latest, which had the effect I desired—unexpectedly asked the faculty to sing the opening of a song to be joined by a group of children, then by another group, and so on until all in the room are participating.

Is there motivation for the teaching of music? Most assuredly there is! Here are a few of the opportunities we have had of utilizing our study during the past year: Co-operation war work activities, as the Red Cross benefits, raising the honor flag at Towson Court House when Baltimore County went "over the top" in the Liberty Loan drive, and a public celebration of the signing of the armistice; also other community celebrations. The Maryland State Normal School, located in our vicinity, last winter invited us to join with them in a community singing of the traditional Christmas carols. In February came the national week of song, giving us the privilege of inviting the community to our school, where its welcome was a hearty as the space is limited; and then the grand finale, on which thoughts and ambitions are centered for weeks—commencement.

I trust the time is not far distant when the high schools of Baltimore County may adopt a curriculum in music similar to the curricula in the most progressive high schools of America, where special instructors are provided to teach special branches crediting this work for promotion, graduation, and college entrance.

EDYTHE GORSUCH,

**MARYLAND COUNCIL OF TEACHERS OF ENGLISH.**

A. H. KRUG, Chairman.

JOSEPH E. GREEN, Acting Secretary.

The annual meeting of the Maryland Council of Teachers of English, which had agreed to hold the conference in high-school English for the State Teachers' Association, took place in the Western High School, room 201, Friday afternoon, November 29, 4 p. m.

In the absence of the president, Prof. Willis H. Wilcox, now at Davis and Elkins College, and of the vice-president, Mr. Arthur F. Smith, the meeting was called to order by the secretary of the Council.

The following program was presented:

- I. Use of War Material in the English Class—Miss Florence I. Arnold.
- II. A Study of One of Shakespeare's Devices, "She Should Have Died Hereafter," Macbeth—Miss M. Theresa Dallam.
- III. A Speech Improvement Drive—General Discussion.

A business meeting then followed. The secretary announced that there would be a change in the time of ending the fiscal year, and hereafter bills for dues and subscriptions to the English Journal would be payable on January first of each year.

It was decided to incorporate the program of the Council into that of the State Teachers' Association, to be printed with theirs at future meetings. A number of suggestions for enlarging the work of the Council were discussed. The possibility of a spring meeting in Baltimore, with opportunity to hear some distinguished writer, and to have reports of the academic study being pursued by the members, was presented. Among the problems for professional investigation suggested was that of fixing specific objectives in the study of literature; that is, finding what each masterpiece studied contributes to the mental and spiritual development of the pupil.

A vote of thanks was given the secretary for arranging the program. The following officers were elected for the ensuing year:

President—Dr. Henry S. West, Maryland State Normal School.

Vice-President—Miss Margaret A. Edmonston, Laurel High School.

Secretary-Treasurer—Dr. Andrew H. Krug, Baltimore City College.

The meeting then adjourned.

JOSEPH E. GREEN,  
Acting Secretary.

**SUPERVISORS' CONFERENCE.**

WILLIAM J. HOLLOWAY, Chairman.  
I. JEWELL. SIMPSON, Acting Secretary.

**Minutes of Supervisors' Conference.**

After a delightful luncheon served in the offices of the State Board of Education, at McCoy Hall, the Supervisors' Conference was called to order Saturday, November 30, at 1.20 p. m., by Mr. Cooper, assistant superintendent of Baltimore County. Miss Simpson was asked to act as secretary pro tem. and send as full an account of the meeting as possible to Mr. Holloway, who, Mr. Cooper explained, was absent on account of illness in his family.

The first item on the program was the roll call by counties, each supervisor present taking part in the discussion of the subject, "Means of Vitalizing Class-Room Instruction." Mr. Cooper called first upon the Western Shore counties, then upon the Eastern Shore counties. The supervisors responded in the following order:

Miss Hanckel, of Allegany County, said that she was trying to vitalize the work in the primary grades in four ways: (1) By socializing the work; tie up the school activities with the life interests of the children; the teacher is there to help only; the children must do the planning and the main part of the work. (2) By problem-project work; let the children feel that they are doing something to benefit the community; let the language, arithmetic, and other studies correlate with this type of project. (3) By trying to make the work suitable to the child's age and ability. (4) By getting the children to test themselves in writing and numbers.

Miss Brust, of Washington County, said she did not feel that she had been in the work long enough to talk very intelligently on the subject, her duties having been largely administrative, by reason of the fact that Washington County had been without a superintendent for some time.

Miss Simpson, of Carroll County, said she had been trying to make the class work more vital to the children by providing something for them to do as well as to remember. If the subject were Hygiene, the children made booklets entitled "How to Keep Well," with illustrative pictures cut out of magazines. One of these booklets, made by a third-grade pupil, was shown. If the subject were History, it was sometimes made alive by means of debates, one seventh grade, after studying the question of nullification, having chosen four pupils for a debate on that subject, two representing Jackson and Webster and two Calhoun and Hayne, the rest of the class being judges. If the subject were Language, let the poem or story taught be illustrated by cut-outs or by drawing and painting.

Miss Crewe, of Baltimore County, said she believed the child should be put into a situation approximating as far as possible a real life situation. She instanced a garden project participated in by pupils in a three-teacher school. Measuring the ground and keeping an account of the expenses involved arithmetic; language lessons were based on garden activities, and spelling lessons were also made to correlate. The first year twenty dollars (\$20) were cleared. The second year there was a deficit. The children discussed how to handle this situation; here was a vital life problem to solve.

Miss Grace, of Baltimore County, said that in order to vitalize school-room work you must use some activity which grows out of the child's life. The project must be in the child's mind; let him feel the need for it.

Miss Kelly, of Anne Arundel County, said she had been using the war work to vitalize her schools—Junior Red Cross, Thrift Stamps, Victory Campaign. Her teachers have comprehended the project-problem method through these agencies more fully than they have ever done before. She thinks our present problem is to sift from all the former war activities the ones vital to our present needs and to discard the others.

Miss Murphy, of St. Mary's County, said they were making a special effort to vitalize reading in her county, by making a point of providing an audience for the oral reading, and by providing for a silent reading hour.

Miss Ogle, of Prince George's County, said that the Junior Red Cross had helped most in vitalizing her work. It was making the children not only feel their responsibilities but learn how to meet them.

Miss Miller, of Cecil County, said she was trying to make her teachers conscious of certain strong motives which they could use in appealing to children. The course of study should be a strong means of vitalizing school instruction. She said she was trying to compile a local history pamphlet similar to the one published in Caroline County, the people in the community being called upon to help. She also felt that the Junior Red Cross had accomplished a great deal in Cecil.

Miss Kieffer, of Queen Anne's County, said there were Victrolas in forty of her schools. Also the Junior Red Cross was thriving there. Pamphlets on agriculture and industrial arts had been distributed among pupils for silent reading and oral discussion. An important part of the work in nature study had been the compiling by the pupils of school booklets showing the local trees, birds, and flowers. Perry Pictures had been widely distributed for the purpose of cultivating artistic taste in the children.

Miss Clark, of Talbot County, said that in getting problem projects started we must try to keep in mind the child's interest and comfort. She spoke particularly of three projects in Talbot: (1) An effort is being made to get the children to attend school because they want to rather than because they are forced to. A sentiment is being stimulated in each community toward regular attendance. Every trustee is

in favor of it and is taking steps toward seeing that children attend. The trustees visit personally the families of delinquents and try their persuasive arts before calling in the attendance officer. (2) In oral English the children are setting up their own standards. Homely subjects are chosen, of vital interest to the children—plants, animals, birds, insects, etc. The common house fly was chosen first for oral discussion, then for written composition. Bulletins telling of the dangers and habits of flies were compiled by the children, published, and finally distributed in the homes. (3) School work is being correlated with the work of the county agent and home demonstrator. Arithmetic is taught in connection with the boys' agricultural work, the county agent having formulated problems which boys solve in order to succeed with their club work. (Miss Clark distributed mimeographed copies of these problems to the supervisors.) School credit is to be given for work done in the field by boys under the county agent's supervision. The final arithmetic examinations are to be based on these problems. Children also have been writing accounts of their work in home economics and have made booklets which were sent to the State Agricultural College to be judged. (Several of these attractive booklets were shown by Miss Clark.)

Mrs. Gibson, of Caroline County, said she was correlating the work in History and English. The people in the county had been given a history of Caroline County, prepared by the superintendent, supervisor, and teachers in connection with the Maryland Historical Association, and published in pamphlet form. Local geography and history are being taught much more successfully than ever before.

Miss Maurer, of Dorchester County, said the Junior Red Cross had vitalized her school work. Also, the Victory Boys and Girls kept their own accounts and were interested in their own personal arithmetic problems. Hot lunches have been successfully launched in some of the schools. At teachers' meetings the advantages of the hot lunch have been demonstrated, followed by a study of how the different foods are produced, where they come from, etc.

Miss Holloway, of Wicomico County, said that the vitalization of school work depends on the teachers' resourcefulness. She is trying particularly to add to the equipment of the schools. A Victrola or some musical instrument is now in nearly every school. About fourteen schools are equipped with oil stoves, which make more successful the hot lunch proposition. About forty schools are now equipped with maps and globes.

Miss Pusey, of Worcester County, said that the problem-project method is the most important way to vitalize class-room work. She has not, however, been able to emphasize it as much as she would like on account of inexperienced teachers. Hot lunches have been inaugurated and motivate the work in arithmetic and geography. Teachers and children have gathered local material and utilized it for the making of bird houses, mats, sewing bags, etc.

Miss Borchardt, of Montgomery County, said she was making a

special effort to raise the standards for teachers. Her teachers discuss their problems at Saturday morning classes. Standard tests have been given in the schools in arithmetic, reading, spelling, handwriting, etc., which have been an incentive for children to work on those subjects and have vitalized the class-room activities. Something has also been done in the way of physical examination of the children. Community Leagues are being worked up, the school children aiding in planning programs for the League meetings.

Mr. Cooper then gave an opportunity for the discussion of any of the points brought out by the supervisors.

Mr. West, principal of the State Normal School, said he thought it would be extremely helpful if each supervisor could receive a detailed account of the suggestions above made. He said that if each supervisor would send him a written account of what she had said he would be glad to have the notes prepared in his office and sent around to each of those present.

Mr. Cooper thanked Mr. West and said that the secretary's notes might be placed at Mr. West's disposal. Mr. Cooper explained that Mr. Holloway had probably chosen this topic for the express purpose of having the supervisors help one another by their suggestions. He emphasized the point that no one person can tell another exactly how to vitalize his work. Training pupils how to think, he said, is more important than the problem-projects. Socializing instruction is the best means of vitalizing class-room work, but teachers themselves must participate actively in the life of the community. A different type of text-books will, perhaps, vitalize instruction more than anything else. We must give more recognition to the child's power to think, rather than always be endeavoring to teach facts. Send the children home to "try on" their instruction to "see if it fits."

Miss Davis, of the Normal School, here gave an illustration to show that work can be vitalized by any live teacher who is quick to take advantage of opportunities.

Mr. Cooper then called on Miss Kieffer to lead in the discussion of the second topic, "What Use Can the Supervisors Make of Community Organizations?" Miss Kieffer said she was glad to talk on this subject because it is one of the most pertinent questions of the hour. "Are we," she said, "getting acquainted with our community as supervisors?" The first duty of a supervisor is to know her community thoroughly; it needs her highest effort. Get acquainted with it by means of the Grange, the Junior Red Cross, the National Defense Councils, and, most of all, by the community organizations. Take an active part in suggesting topics for discussion at the meetings of these organizations. Use them to create public opinion on public questions. We should keep our communities informed as to educational progress. Schools are financed by the taxpayers, and yet are not visited by them. Invite the Senior Red Cross members to visit the Junior Red Cross members. Let the Red Cross be a permanent thing in schools and communities, and other phases of work will center around this activity. "What are

we going to do when the soldiers return to our rural districts to keep them there?" Community singing and good moving pictures must be provided for them. We must get acquainted with our communities and help provide recreation and entertainment. Let several schools club together and buy a lantern, and then at some stated time the people in several districts might meet together.

A big discussion followed Miss Kieffer's talk. Miss Borchardt said she visits two schools per day, stays with the teacher at night, and, with the teacher, visits around in the community and gets to know people in that way.

Miss Kelly told what the Mothers' Circle in Annapolis was doing to help the Junior Red Cross. Its members cut out and send work to the Juniors, receive it, inspect it, and send it to Washington.

The meeting was then opened to the visitors who were present. Mrs. Buchner said it was to be hoped the school community organization might grow until it would be absorbed into a larger community organization. She suggested that prizes be offered—money prizes—for different types of improvement in the different types of schools. She also emphasized the necessity for training children in the principles of good citizenship.

Mr. Cooper announced that many of the supervisors had to make early boats or trains, so the meeting was adjourned at 2.45 p. m. o'clock.

I. JEWELL SIMPSON,  
Acting Secretary.

**SESSIONS OF THE MARYLAND STATE TEACHERS' ASSOCIATION.**

- 1.—1866. Western Female High School, Baltimore. President, Thos. D. Baird; Treasurer, A. F. Wilkerson; Recording Secretary, A. F. Wilkerson; number of members, 83.
- 2.—1867. St. John's College. President, Thos. D. Baird; Treasurer, William Elliott, Jr.; Recording Secretary, A. F. Wilkerson.
- 3.—1868. Western Female High School, Baltimore. President, C. K. Nelson; Treasurer, Alexander Hamilton; Recording Secretary, A. F. Wilkerson.
- 4.—1869. Western Female High School, Baltimore. President, P. M. Leakin; Treasurer, Alexander Hamilton; Recording Secretary, William Wardenburg.
- 5.—1870. Hall, House of Delegates, Annapolis. President, J. C. Well- ing; Treasurer, Alexander Hamilton; Recording Secretary, A. F. Wilkerson.
- 6.—1871. Eastern Female High School, Baltimore. President, W. B. Worthington; Treasurer, Alexander Hamilton; Recording Secretary, A. F. Wilkerson.
- 7.—1872. Court House, Frederick City. President, William Elliott, Jr.; Treasurer, Alexander Hamilton; Recording Secretary, A. F. Wilkerson.
- 8.—1873. Lyceum Hall, Hagerstown. President, James M. Garnett; Treasurer, Alexander Hamilton; Recording Secretary, A. F. Wilkerson.
- 9.—1874. Western Female High School, Baltimore. President, D. A. Hollingshead; Treasurer, Alexander Hamilton; Recording Secretary, A. F. Wilkerson.
- 10.—1875. Cumberland, Md. President, William Elliott, Jr.; Treasurer, Alexander Hamilton; Recording Secretary, A. F. Wilkerson.
- 11.—1876. City College, Baltimore. (One day during N. E. A.) President, James L. Bryan; Treasurer, Alexander Hamilton; Recording Secretary, A. F. Wilkerson.
- 12.—1877. Easton. President, James L. Bryan; Treasurer, Alexander Hamilton; Recording Secretary, A. F. Wilkerson.
- 13.—1878. City College, Baltimore. President, John F. Arthur; Treasurer, C. G. Edwards; Recording Secretary, A. F. Wilkerson.
- 14.—1879. Court House, Hagerstown. President, P. R. Lovejoy; Treasurer, C. G. Edwards; Recording Secretary, A. F. Wilkerson.
- 15.—1880. Ocean City. President, M. A. Newell; Treasurer, C. G. Edwards; Recording Secretary, A. F. Wilkerson.
- 16.—1881. Frederick. President, George M. Upshur; Treasurer, C. G. Edwards; Recording Secretary, A. F. Wilkerson.
- 17.—1882. Cumberland. President, A. G. Harley; Treasurer, C. G. Edwards; Recording Secretary, A. F. Wilkerson.

- 18.—1883. Ocean City. President, George L. Grape; Treasurer, C. G. Edwards; Recording Secretary, A. F. Wilkerson.
- 19.—1884. Ocean City. President, A. S. Kerr; Treasurer, C. G. Edwards; Recording Secretary, A. F. Wilkerson.
- 20.—1885. Deer Park. President, J. W. Thompson; Treasurer, C. G. Edwards; Recording Secretary, A. F. Wilkerson.
- 21.—1886. Blue Mountain House. President, F. A. Soper; Treasurer, Lewis Ford; Recording Secretary, A. F. Wilkerson.
- 22.—1887. Hygeia Hotel, Old Point, Va. President, P. A. Witmar; Treasurer, George S. Grape; Recording Secretary, A. F. Wilkerson.
- 23.—1888. Mountain Lake Park. (With West Virginia Association.) Lewis Ford, First Vice President; Treasurer, Alexander Chaplain; number of members, 162.
- 24.—1889. Blue Mountain House. President, H. G. Weimer; Treasurer, Alexander Chaplain; Recording Secretary, A. F. Wilkerson; number of members, 167.
- 25.—1890. Bay Ridge. President, W. H. Dashiell; Treasurer, Alexander Chaplain; Recording Secretary, A. F. Wilkerson; number of members, 120.
- 26.—1891. Ocean City. President, John E. McCahan; Treasurer, Alexander Chaplain; Recording Secretary, A. F. Wilkerson; number of members, 236.
- 27.—1892. Blue Mountain House. President, James A. Diffenbaugh; Treasurer, Alexander Chaplain; Recording Secretary, A. F. Wilkerson; number of members, 140.
- 1893. No meeting of M. S. T. A. Executive Committee, after careful deliberation, postponed meeting until 1894 on account of Columbian Exposition being held in Chicago.
- 28.—1894. Annapolis. President, Wilbur F. Smith; Treasurer, Alexander Chaplain; Recording Secretary, A. F. Wilkerson; number of members, 132.
- 29.—1895. Blue Mountain House. President, M. Bates Stephens; Treasurer, Alexander Chaplain; Recording Secretary, A. F. Wilkerson; number of members, 129.
- 30.—1896. Deer Park. President, Prof. Charles F. Raddatz; Treasurer, Alexander Chaplain; Recording Secretary, A. F. Wilkerson; number of members, 78.
- 31.—1897. Blue Mountain House. President, E. B. Prettyman; Treasurer, Alexander Chaplain; Recording Secretary, A. F. Wilkerson; number of members, 162.
- 1898. No session of M. S. T. A. N. E. A. met in Washington. Ebbitt House was headquarters for Maryland delegation. Officers and Executive Committee of M. S. T. A. met at Ebbitt House and decided to hold no meeting on account of meeting of N. E. A. The ledger shows receipt of \$15.00 for membership fees and \$11.40 for badges.

- 32.—1899. Ocean City. President, John T. White; Treasurer, Alexander Chaplain; Recording Secretary, A. F. Wilkerson; number of members, 144.
- 33.—1900. Chautauqua Beach. President, L. L. Beatty; Treasurer, John E. McCahan; Recording Secretary, A. F. Wilkerson; number of members, 71.
- 34.—1901. Blue Mountain House. President, Edwin Hebden; Treasurer, John E. McCahan; Recording Secretary, A. G. Harley; number of members, 169.
- 35.—1902. Ocean City. President, F. Eugene Wathen; Treasurer, John E. McCahan; Recording Secretary, A. G. Harley; number of members, 166.
- 36.—1903. Ocean City. President, Joseph Blair; Treasurer, John E. McCahan; Recording Secretary, A. G. Harley; number of members, 229.
- 37.—1904. Ocean City. President, H. Crawford Bounds; Treasurer, John E. McCahan; Recording Secretary, A. G. Harley; number of members, 216.
- 38.—1905. Blue Mountain House. President, Arthur F. Smith; Treasurer, John E. McCahan; Recording Secretary, A. G. Harley; number of members, 356.
- 39.—1906. Ocean City. President, Dr. S. Simpson; Treasurer, John E. McCahan; Recording Secretary, Hugh W. Caldwell; number of members, 384.
- 40.—1907. Jamestown Exposition. President, Dr. James W. Cain; Treasurer, John E. McCahan; Recording Secretary, Hugh W. Caldwell; number of members, 374.
- 41.—1908. Ocean City. President, Albert S. Cook; Treasurer, John E. McCahan; Recording Secretary, Hugh W. Caldwell; number of members, 375.
- 42.—1909. Mountain Lake Park. President, Sarah E. Richmond; Treasurer, John E. McCahan; Recording Secretary, Hugh W. Caldwell; number of members, 566.
- 43.—1910. Ocean City. President, E. A. Browning;\* Treasurer, R. Berryman; Recording Secretary, Hugh W. Caldwell; number of members, 420.
- 44.—1911. Braddock Heights. President, Howard C. Hill; Treasurer, R. Berryman; Recording Secretary, Hugh W. Caldwell; number of members, 792.
- 45.—1912. Braddock Heights. President, Earle B. Wood; Treasurer, R. Berryman; Recording Secretary, Hugh W. Caldwell; number of members, 955.
- 46.—1913. Annapolis. President, James B. Noble; Treasurer, R. Berryman; Recording Secretary, Hugh W. Caldwell; number of members, 785.

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\*Succeeded Mr. George Biddle, deceased.

- 47.—1914. Ocean City. President, Woodland C. Philips; Treasurer, Dr. R. Berryman; Recording Secretary, Hugh W. Caldwell; number of members, 361.
- 48.—1915. Ocean City. President, Dr. E. F. Buchner; Treasurer, Dr. R. Berryman; Recording Secretary, Hugh W. Caldwell; number of members, 720.
- 49.—1916. Ocean City. President, William J. Holloway; Treasurer, Dr. R. Berryman; Recording Secretary, Hugh W. Caldwell; members, 1,089.
- 50.—1917. Baltimore. President, Sydney S. Handy; Treasurer, Dr. R. Berryman; Recording Secretary, Hugh W. Caldwell; members, 3,418.
- 51.—1918. Baltimore city. President, Nicholas Orem; Treasurer, Dr. R. Berryman; Recording Secretary, Hugh W. Caldwell; members, 825.

## CONSTITUTION.

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### ARTICLE I.

#### Name.

Section 1. This organization shall be designated and known as The Maryland State Teachers' Association.

### ARTICLE II.

#### Membership.

Section 1. All persons actively engaged in educational work in this State are eligible to active membership herein. Any such person may become an active member of this Association by paying the annual dues of fifty cents and signifying assent to this Constitution, and may continue his membership from year to year by the payment of the annual dues aforesaid.

Sec. 2. All friends of education in this State, upon payment of the annual dues, may become associate members, with all privileges of the Association, except the right to hold office and vote in the election of officers.

Sec. 3. Other distinguished educators, and friends of education, on being proposed by the Executive Committee, may be elected honorary members of this Association.

### ARTICLE III.

#### Officers.

Section 1. The officers of this Association shall be a President, two Vice-Presidents, a Secretary, a Treasurer, and an Executive Committee, consisting of the President as Chairman, the First Vice-President, ex-officio, and three other members, elected by the Association, provided that on the adoption of this Constitution one member shall be elected for the year, one for two years and one for three years. Thereafter, as vacancies occur, the members of said Committee shall be elected for the term of three years. All officers, except the elective members of the Executive Committee, shall hold office for one year and until their successors are duly qualified.

Sec. 2. The President of this Association shall preside at all sessions of the Association and of the Executive Committee; cause this Constitution to be enforced according to the several provisions thereof, appoint members of the standing committees as herein provided and all special committees unless otherwise determined upon by resolution; prepare, with the advice and assistance of the Executive Committee, a

program for the annual meetings and arrange for section meetings; sign proper order drawn upon the Treasurer for funds in payment of lawful claims when approved by the Executive Committee, and perform all other necessary duties incident to the office of President.

Sec. 3. The Secretary shall keep a record of the membership of the Association, and of the proceedings of the Association and of the Executive Committee. He shall provide for the printing and the distribution of the complete program, secure special transportation terms for the annual meetings, have charge of the compiling of the proceedings of the annual meeting, and send a copy of same to the office of the Superintendent of Public Instruction within thirty days after said session, disseminate information regarding the work of the Association and of the Executive Committee, keep a record of all claims and of all orders drawn on the Treasurer, and carry on such a correspondence as may seem to him or to the Executive Committee desirable. It shall be the further duty of the Secretary to collect all membership fees, and pay same over to the Treasurer at the end of each month or at such other time as the Executive Committee may direct. He shall have authority to appoint annually an enrolling committee, whose duty it shall be to assist the Secretary in the enrollment of members and such other work as he may direct.

Sec. 4. The Treasurer shall receive and keep an accurate account of all funds belonging to the Association, and pay all orders signed by the President and approved by the Executive Committee. He shall present, at each annual meeting, a written report of the finances with vouchers for all expenditures and other documents pertaining to his office and immediately upon the expiration of his term of office shall turn over to his successor all funds, books, and other papers belonging to the Association.

Sec. 5. The Executive Committee shall have power to fill all vacancies occurring in the offices of the Association, between its annual sessions; officers so chosen shall serve until the next annual session and until their successors are duly qualified; said Committee shall have in charge the general interests of the Association; shall make all necessary arrangements for its meetings, and shall carry into effect all orders and resolutions of the Association not otherwise provided for. It shall call for a report from each Standing Committee annually, same to be presented to the President on or before the first day of the annual meeting. It shall make an annual report to the Association.

#### ARTICLE IV.

##### Committees and Departments.

Section 1. The President on the second day of each annual session shall appoint and announce the membership of the following Standing Committees and designate the Chairman of each:

A committee of five on Legislation.

A committee of three on Educational Progress.

A committee of three on Auditing Accounts.

A committee of three on Resolutions.

A committee of nine to serve as a Board of Managers of the State Teachers' Reading Circle, three only of whom are to be appointed annually and serve for three years.

Sec. 2. Upon the written request of five or more members of the Association that a Special Committee be appointed to take into consideration some particular educational subject, or upon the order of the Association to that intent, the President shall appoint such Special Committee. Each committee so appointed shall present at the annual meeting a written report, either preliminary or complete, and in suitable form for filing or publication.

Sec. 3. There shall be organized upon the adoption of this Constitution, as adjuncts to this Association and subordinate thereto, three departments, namely:

1. The Department of Primary Education.
2. The Department of Rural Education.
3. The Department of Secondary Education.

The Association may on resolution provide at any time such other\* departments as may seem advisable. Each department shall elect its own officers and sub-divide its work in whatever way may be deemed practicable. Each department shall hold at least one meeting during each annual session of this Association and such other meetings as may be thought necessary. The Secretary of each department shall within ten days after the stated meeting of his department forward to the Secretary of this Association a summary of the proceedings of his department during the preceding year.

## ARTICLE V.

### Meetings.

Section 1. The Association shall hold annual meetings at such time and place as may be determined by the Executive Committee, or by the vote of the Association, and other meetings at a call of a majority of the officers of the Association.

## ARTICLE VI.

### Election of Officers.

Section 1. The officers of the Association shall be elected at the last day's session of the annual meeting in the following manner:

The President shall appoint two tellers to collect and count the ballots. Nominations may be made, and the vote shall then be taken.

The person receiving the majority of the votes cast shall be declared elected. The Association may, however, by a *viva-voce* vote record its ballot for any candidate.

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\*Department of Music authorized in 1917. (See Proceedings of 1917, page 64.)

Sec. 2. The President shall be chosen alternately from the teachers, and from the Superintendents and Commissioners, and upon the expiration of his term shall become the First Vice-President of this Association and ex-officio a member of the Executive Committee as provided by Article III, Section 1, of this Constitution.

Sec. 3. All officers elected as above provided shall enter upon the duties of their respective positions immediately upon the close of the annual meeting which they were elected.

## ARTICLE VII.

### By-Laws.

Section 1. By-Laws not inconsistent with the Constitution may be adopted by a two-thirds vote of the members present at annual meetings and any By-Law may be suspended by a two-thirds vote of the members present.

## ARTICLE VIII.

### Amendments.

Section 1. This Constitution may be altered or amended with the consent of two-thirds of the members present at the annual meeting, but not without a formal notice of the proposed amendment presented in writing at least one day previous to action thereon.

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## BY-LAWS.

### ARTICLE I.

#### Annual Dues.

The annual dues of this Association shall be fifty cents.

### ARTICLE II.

#### President's Address.

The President shall deliver an address on the first day of the annual meeting.

### ARTICLE III.

#### Adjournment.

When the business of the annual meeting shall have been completed, the President shall introduce the President-elect to the Association, and he shall declare the meeting adjourned, sine die.

**ENROLLMENT OF MEMBERS OF MARYLAND STATE TEACHERS'  
ASSOCIATION FOR 1918.**

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**MARYLAND STATE TEACHERS' ASSOCIATION.****List of Members.****State Board of Education.**

1. Dr. Thomas H. Lewis	Westminster
2. Hon. Thomas H. Bock	Princess Anne
3. Hon. Clayton Purnell	Frostburg
4. Hon. William T. Warburton	Elkton
5. Hon. Sterling Galt	Emmitsburg
6. Hon. James Alfred Pearce	Chestertown
7. Dr. J. M. T. Finney	Baltimore

**State Department of Education.**

1. Dr. M. Bates Stephens	McCoy Hall
2. Mr. G. H. Reavis	
3. Mr. William J. Holloway	
4. Mr. S. M. North	
5. J. W. Huffington	
6. Mr. H. F. Cotterman	
7. Mr. L. A. Emerson	
8. Miss Agnes Saunders	
9. Dr. William Burdick	
10. Mrs. R. A. Beasley	
11. Miss Merle S. Bateman	
12. Miss Grace E. Steele	
13. Miss Mary H. Taylor	

**State Normal School.**

1. Miss Sarah E. Richmond	Towson, Md.
2. Mr. John L. Dunkle	Towson
3. Miss Mary H. Scarborough	Towson
4. Miss Lucretta Sisk	Towson
5. E. E. Rose	Towson
6. Miss Lena C. Van Bibber	Towson
7. Miss Anita S. Dowell	Towson
8. Miss Jean D. Amberson	Towson
9. Miss Lillian L. Clark	Towson
10. Miss Florence A. Snyder	Towson
11. Miss Marion J. Woodford	Towson
12. Miss M. Theresa Wiedefeld	Towson
13. Miss Minnie L. Davis	Towson
14. Miss Elsie I. Hichew	Towson
15. Dr. Henry S. West	Towson

**Allegany County.**

1. Miss Dorothy Matthier	Cumberland <sup>6</sup>
2. Miss Louise Harris	Cumberland
3. Miss Nellie Raley	Frostburg
4. Mr. James Widdowson	Frostburg
5. Mrs. Henrietta S. Purnell	Frostburg
6. Prof. O. H. Bruce	Westernport
7. Miss Marion S. Hancker	Cumberland
8. Mr. J. J. Tipton	Cumberland
9. Miss Isabelle Ireland	Cumberland
10. Miss Mollie Bapst	Cumberland
11. T. H. Morgan	Frostburg

**Anne Arndel County.**

1. Miss Lulu Hunt	Galloways
2. Miss Katharine Webster	900 Madison Ave., Baltimore
3. E. B. Carter	West Annapolis
4. Miss Blanch Parrott	South River
5. Miss Alice Carter	West Annapolis
6. Mrs. Sadie Rice	Arnold
7. Mr. S. S. Handy	Annapolis
8. Miss Rebecca Parsons	Millersville
9. Miss Katie Kelly	201 Prince George St., Annapolis
10. Miss Temperance Higgins	Gambrills
11. Miss Dora Powell	Harwood
12. Miss Laura Robinson	School 22, Baltimore
13. Miss Josephine Reordan	Annapolis

**Baltimore City.**

1. Miss Mary E. Hudgins	Western High School
2. Miss Helen B. Palen	Western High School
3. Miss Susie H. Hollstein	Western High School
4. Miss Ethel R. Gray	Western High School
5. Miss Annie W. Nicholson	Western High School
6. Miss M. Theresa Dallam	Western High School
7. Miss Elizabeth Minnick	Western High School
8. Miss Annie Welty	Western High School
9. Miss Margaret T. Englar	Western High School
10. Miss M. Ella Harrison	Western High School
11. Miss Mary B. Rockwood	Western High School
12. Miss Louise L. Fickenscher	School No. 35, Hanover & Winder
13. Miss Florence Sterling	School No. 35, Hanover & Winder
14. Miss Mary Williams	School No. 35, Hanover & Winder
15. Miss Rose Cassidy	School No. 35, Hanover & Winder
16. Miss Marie Snyder	School No. 35, Hanover & Winder
17. Miss Alice Wheat	School No. 35, Hanover & Winder
18. Miss Martha Dittus	School No. 35, Hanover & Winder

19.	Miss Mabel Phillips	School No. 35, Hanover & Winder
20.	Miss Mary A. Phillips	School No. 35, Hanover & Winder
21.	Miss Fannie Driscoll	School No. 35, Hanover & Winder
22.	Miss Lillian Keener	School No. 35, Hanover & Winder
23.	Dr. R. Berryman	Station D
24.	Miss Dora K. Stotler	School No. 78, Harlem Ave. and Monroe
25.	Miss Nellie V. Barnes	School No. 78, Harlem Ave. and Monroe
26.	Miss Bertha Warfield	School 78, Harlem Ave. and Monroe
27.	Miss Mary E. Holmes	School 55, Chest. Ave. and 37th St.
28.	Miss Lula Ballinger	School 55, Chest. Ave. and 37th St.
29.	Miss Hattie N. Hall	School 55, Chest. Ave. and 37th St.
30.	Miss Nannie Walter	School 55, Chest. Ave. and 37th St.
31.	Miss Grace Norris	School 55, Chest. Ave. and 37th St.
32.	Miss Katherine Melbourne	School 55, Chest. Ave. and 37th St.
33.	Miss Ella Ijanis	School 55, Chest. Ave. and 37th St.
34.	Miss Caroline Fossett	School 55, Chest. Ave. and 37th St.
35.	Miss Alice Emory	School 55, Chest. Ave. and 37th St.
36.	Miss Emma Kailer	School 55, Chest. Ave. and 37th St.
37.	Miss Jennie M. Smyth	School 55, Chest. Ave. and 37th St.
38.	Miss Emma Thomas	School 55, Chest. Ave. and 37th St.
39.	Miss Maggie Fitzgerald	School 55, Chest. Ave. and 37th St.
40.	Miss Marie Bartholow	School 55, Chest. Ave. and 37th St.
41.	Miss Mary E. Jackson	School 86, Mulberry and Payson
42.	Mr. George W. Ebaugh	School 86, Mulberry and Payson
43.	Miss Helen Cohen	School 31, Schroeder and Pearce
44.	Miss Jessie J. Fitzgerald	School 30, Hollins and Monroe
45.	Miss Bertha D. Lawton	School 30, Hollins and Monroe
46.	Miss Evelyn Muller	School 30, Hollins and Monroe
47.	Miss Ida Burchheimer	School 30, Hollins and Monroe
48.	Miss Marian L. Symmes	School 30, Hollins and Monroe
49.	Miss Eleas H. Read	Parental School, Catonsville
50.	Miss Bessie Hearn	Parental School, Catonsville
51.	Miss Bertha Tocelle	Parental School, Catonsville
52.	Mr. Henry T. Yost	School 48, Hollins and Monroe
53.	Miss Lillian W. Duvall	School 48, Hollins and Monroe
54.	Miss Mary E. Della	School 48, Hollins and Monroe
55.	Miss Clara T. Amos	School 48, Hollins and Monroe
56.	Miss Mary V. Thomas	School 48, Hollins and Monroe
57.	Miss Kate E. Ebaugh	School 48, Hollins and Monroe
57.	Miss Laura V. Mills	School 48, Hollins and Monroe
59.	Miss Mary A. Adams	School 48, Hollins and Monroe
60.	Mr. W. James Wilkinson	School 48, Hollins and Monroe
61.	Dr. Norman W. Cameron	Teachers' Training School, Carrollton and Lafayette

62.	Miss E. Grace Rice	Teachers' Training School, Carrollton and Lafayette
63.	Miss Florence M. Layman	Teachers' Training School, Carrollton and Lafayette
64.	Miss Helen Sherbert	Teachers' Training School, Carrollton and Lafayette
65.	Miss Helen M. Johnson	Teachers' Training School, Carrollton and Lafayette
66.	Miss Lydia E. Spence	Teachers' Training School, Carrollton and Lafayette
67.	Miss Blanche L. McCarthy	Teachers' Training School, Carrollton and Lafayette
68.	Miss Virginia Wrightman	Teachers' Training School, Carrollton and Lafayette
69.	Miss Florence R. Bonn	Teachers' Training School, Carrollton and Lafayette
70.	Dr. William Burdick	2706 Elsinor St.
71.	Miss M. Rose Patterson	631 Euclid Ave.
72.	Miss Isabel Carr	School 72, Ridgely St., near Barre
73.	Miss Mary L. Poulton	School 72, Ridgely St., near Barre
74.	Mary G. Young	School 72, Ridgely St., near Barre
75.	Emma E. Dietricks	School 72, Ridgely St., near Barre
76.	Miss Emma M. Webster	School 72, Ridgely St., near Barre
77.	Mr. Joseph E. Green	208 N. Fulton Ave.
78.	Dr. C. W. E. Miller	J. H. University
79.	Dudley Barnett	212 N. Payson, School 68
80.	W. E. Taylor	1827 Linden Ave., School 84
81.	Dr. A. H. Krug	828 E. Preston, B. C. College
82.	Mr. John Dennis	Baltimore
83.	Miss Carrie Row	2918 Evergreen Terrace, Baltimore
84.	Miss M. R. Voorhees	Park School, 3407 Morris Ave.
85.	Mr. Thomas L. Gibson	Baltimore
86.	Miss Goetzke	2510 Roslyn Ave., Forest Park
87.	Miss Elizabeth C. Thompson	Guilford Ave. and Lanvale St., School No. 32
88.	Miss Mamie Russell	Guilford Ave. and Lanvale St., School No. 32
89.	Miss M. Lyda Hutson	Guilford Ave. and Lanvale St., School No. 32
90.	Miss Mary M. Wiers	Guilford Ave. and Lanvale St., School No. 32
91.	Miss Helen D. Miller	Guilford Ave. and Lanvale St., School No. 32
92.	Miss R. Jane Gilmour	Guilford Ave. and Lanvale St., School No. 32
93.	Miss Nellie B. Croniwell	Carrollton Ave. and Lexington St., School No. 75

94. Miss Laura A. Maluster Carrollton Ave. and Lexington St.,  
School No. 75

95. Prof. Walter R. Gale Baltimore City College

96. Mr. Maynard C. Clemens Y. M. C. A., Franklin and Cathedral Sts., Baltimore

97. Augusta Klotz 2909 Clifton Ave., Baltimore

98. Miss Mabel C. Schmidt 2431 Madison Ave., No. 60

99. Eliz. B. Payne Prestman and 10th Sts., Walbrook

100. Miss Martha J. Richmond 606 Evershaw Ave., Govans, No. 10

101. Victor Dulae University Parkway, Baltimore

102. M. N. Logan 2803 Frederick Ave.

103. Miss Laura Todd 2516 N. Calvert

104. Mrs. M. A. Newell 6 E. Read St.

105. Dr. H. H. Ballard Ruxton, Md., B. C. C.

106. Dr. David E. Weglein Western High School

107. Miss Katherine E. Jackson 717 Roland Ave.

108. Miss A. Carlisle 1100 Lafayette, No. 21

109. Mr. W. R. Gale 1401 Linden Ave., B. C. C.

110. Mr. Edw. T. Hill 1525 John St., B. C. C.

111. Mr. Eugene R. Smith 2331 Mondaurn Ave., Park School

112. J. O. Spenser 2106 St. Paul St., Pres. Morgan Col.

113. Miss Marian M. Knight 8010 W. Thirty-sixth St.

114. Miss Kathrin M. Tunney 5216 Wilton Heights Ave.

115. E. H. Norman Baltimore and Light Sts., Baltimore Business College

116. Miss Lillie M. Borrell 1321 N. Central Ave., School No. 52

117. Miss Mary G. Logue 4005 Edmondson Ave.

118. Mr. Wilbur F. Smith 3420 Clifton Ave., Balto. City Col.

119. Miss Mary E. Stronenger 3137 N. Calvert St., School No. 27

120. Miss Lillian B. Reese School No. 27

121. Miss Margaret Coulson Walbrook School, No. 53

123. Miss Annie F. North 2439 Guilford Ave., School No. 28.

124. Winifred B. Hazelton Desby Lane, School No. 99

125. Miss Margory L. Merrick 1118 N. Stricker St. (Curtis Bay  
A. A. C.)

126. Miss M. Beale Merrick 1118 N. Stricker St., Curtis Bay  
A. A. C.)

127. Miss Rosa Baldwin Eastern High School

128. Miss Katharine A. Moog Eastern High School

129. Miss Anabel E. Hartman Eastern High School

130. Miss Elizabeth MaKibbin Eastern High School

131. Miss Agnes E. Buchholz Eastern High School

132. Miss Caroline F. Becker Eastern High School

133. Miss Martha Stromberg Barre and Warner St. School No. 12

134. Miss Carrie E. Smith Barre and Warner St. School No. 12

135. Miss Florence E. Bamberger Johns Hopkins University

136. Miss Minnie J. Witthaus Ashton and Pulaski Sts., Sch. No. 98

137. Miss Mary E. Wirth Ashton and Pulaski Sts., Sch. No. 98  
138. Miss Louise L. Schmidt Ashton and Pulaski Sts., Sch. No. 98  
139. F. Otto Lang Ashton and Pulaski Sts., Sch. No. 98  
140. Miss Harriett E. Worthington Poplar Grove and Lafayette Ave.,  
School No. 65  
141. Miss Marion Gibbs Poplar Grove and Lafayette Ave.,  
School No. 65  
141. Miss Alice E. Reese Poplar Grove and Lafayette Ave.,  
School No. 65  
143. Miss Nellie M. Shea Poplar Grove and Lafayette Ave.,  
School No. 65  
144. Miss Lillie L. Wiegarten Poplar Grove and Lafayette Ave.,  
School No. 65  
145. Miss Annie S. Lewis Poplar Grove and Lafayette Ave.,  
School No. 65  
146. Miss Carrie V. Glanding Poplar Grove and Lafayette Ave.,  
School No. 65  
147. Miss Ida E. Corner Poplar Grove and Lafayette Ave.,  
School No. 65  
148. Miss Margaret W. Ebaugh Poplar Grove and Lafayette Ave.,  
School No. 65  
149. Miss Mary E. Wheeler 1022 Linden Ave.  
150. K. Z. Donellan 345 N. Charles St.  
151. E. F. Schwartz 520 N. Fulton St. (Sparks, Md.)  
152. C. W. Ryan 714 Reservoir  
153. J. Hunt 508 N. Stricker St., School No. 22  
154. Miss A. J. Godfrey S. E. Cor. Charles St., School No. 2  
155. Dr. Edward F. Buchner Johns Hopkins University  
156. Mrs. Edward F. Buchner 2120 Callow Ave.  
157. Miss Eleanor Sultz School No. 74  
158. C. Bertram Feig School No. 74  
159. Dr. P. H. Edwards B. C. C. (H. S.)  
160. Miss Martha Garthe 704 N. Carey, School No. 92  
161. Charles J. Koch Administration Building  
162. Charles A. A. J. Miller Administration Building  
163. Robert W. Elliott Administration Building  
164. Joseph C. Hands Administration Building  
165. Rowland Watts Administration Building  
166. Andrew J. Pietsch Administration Building  
167. John A. Korff Administration Building  
168. Edwin Hebden Administration Building  
169. Natalie D. Hall E. 34th St. and Ethelwood Ave.,  
School No. 51  
170. Eugenia L. Jones E. 34th St. and Ethelwood Ave.,  
School No. 51  
171. Miss Jane T. Pillsbury E. 34th St. and Ethelwood Ave.,  
School No. 51

172.	Miss Clara L. Allemand	E. 34th St. and Ethelwood Ave., School No. 51
173.	Miss Hattie C. Langley	E. 34th St. and Ethelwood Ave., School No. 51
174.	Miss Pauline A. Dietrich	E. 34th St. and Ethelwood Ave., School No. 51
175.	Miss Cora Kelley	E. 34th St. and Ethelwood Ave., School No. 51
176.	Miss Bertie M. Hall	E. 34th St. and Ethelwood Ave., School No. 51
177.	Miss Ethel T. Stubbs	E. 34th St. and Ethelwood Ave., School No. 51
178.	Miss Mabel P. Leef	E. 34th St. and Ethelwood Ave., School No. 51
179.	Miss E. L. Knight	E. 34th St. and Ethelwood Ave., School No. 51
180.	J. Hiram Shamberger	E. 34th St. and Ethelwood Ave., School No. 51
181.	Miss Charlotte Clark	E. 34th St. and Ethelwood Ave., School No. 51
182.	Miss Mary J. Leonard	E. 34th St. and Ethelwood Ave., School No. 51
183.	Miss Katherine H. Scalley	E. 34th St. and Ethelwood Ave., School No. 51
184.	Miss Alice G. Bucher	E. 34th St. and Ethelwood Ave., School No. 51
185.	Miss Mary B. Farmer	Gorsuch Ave. and Tyler St., School No. 50
186.	Miss Margaret A. Carroll	Gorsuch Ave. and Tyler St., School No. 50
187.	Miss Bertha A. Wiseman	Gorsuch Ave. and Tyler St., School No. 50
188.	Miss Eleanor Farrell	Gorsuch Ave. and Tyler St., School No. 50
189.	Miss Jennie M. Barrett	Gorsuch Ave. and Tyler St., School No. 50
190.	Mr. Ernest J. Becker	Eastern High School
191.	Miss Lenora E. Carpenter	Eastern High School
192.	Miss Helen W. Rippard	Eastern High School
193.	Miss Mary T. Walsh	211 S. Collington Ave., Baltimore

**Baltimore County.**

1.	Miss Ella Connolly	149 W. Lafayette
2.	Miss Emma L. Wilson	1517 Mount Royal Ave.
3.	Miss Dora Will	506 Nicoll Ave., Govans, Md.
4.	Supt. A. S. Cook	Towson, Md.
5.	S. M. Shoemaker	Eccleston, Md.

6.	A. A. Blakeney	Illchester
7.	John Arthur	Fork
8.	James P. Jordan	White Hall
9.	Edwin R. Stringer	Glyndon
10.	Miss Elinor Spicknell	2102 Rosedale St.
11.	Miss Lillian N. Creighton	Catonsville High School
12.	Miss M. L. Shaughnessy	1433 Bolton St.
13.	Joseph Blair	Sparrow's Point
14.	Miss Helen W. Beck	5110 Harford Road, Baltimore
15.	Miss Nannie Feash	York Road, Towson
16.	Miss Sarah Pielert	Bengies, Lakeland
17.	Miss Jennie A. Ruhl	Lakeland, 306 E. Lanvale St., Balto.
18.	Miss Martha A. English	Lakeland, 1633 Ashburton Ave.
19.	Mr. Bennett Bowen	Owings Mills
20.	Miss Agnes Bandel	102 W. 27th St., Baltimore
21.	Miss Grace Wann	Fork, Md.
22.	Miss Cora Royston	Phoenix
23.	Miss Amelia C. Lanty	Rossville
24.	Miss Bertha M. Jordan	101 Sifton Ave., Hamilton
25.	Mr. C. G. Cooper	Glencoe, Assist. Supt.
26.	M. D. Chipman	2320 Guilford Ave., Baltimore
27.	Olga Royston	Batler
28.	Effie Ebaugh	2114 Callow Ave., Baltimore
29.	Miss Sallie Conner	1525 Eutaw Place, Baltimore
30.	Miss E. Florence Mallonee	Pikesville
31.	Miss Gertrude Stabler	Parktown
32.	Miss Leila Cairnes	Catonsville
33.	Miss Amy C. Crewe	Sparrow's Point
34.	A. C. Crummer	Towson
35.	A. J. Beane	Reisterstown
36.	Lillian Zrenger	1402 E. Lanvale St., Baltimore
37.	Miss Mary A. Cullen	31 Augusta Ave., Baltimore
38.	Miss Caroline Gambrill	Ellicott City
39.	Miss Mary F. Coster	1001 N. Arlington Ave., Baltimore
40.	Miss E. A. Boettner	Baltimore
41.	Mrs. Harry J. Read	5412 Park Heights, Baltimore
42.	Miss Ella L. Smith	2528 Madison Ave., Baltimore
43.	Miss Mabel Garrott	703 C St., Sparrow's Point
44.	Miss M. B. Boston	1904 Cecil Ave., Baltimore
45.	Miss Clara E. Smythson	1333 W. Lafayette Ave., Baltimore
46.	Miss E. H. Thorpe	2103 N. Charles, Baltimore
47.	Miss Haselton	2737 Moser St.
48.	Miss Anna Padnau	Towson
49.	Mrs. V. H. Sheridan	Releay
50.	Miss Olivia G. Harrison	Govans
51.	Miss Alma M. Vandernest	Colgate
52.	W. B. Kemp	Sparks

53.	Miss Edith A. Smith	2669 Edmondson Ave., Baltimore
54.	C. H. Spurier	Hilsdale
55.	Miss Elaine Brown	1313 John St., Baltimore
56.	N. Frank Cofield	Upper Coo
57.	E. C. Oyeman	Gardenville
58.	Miss Mary Allen	Stewartstown, Pa.
59.	A. M. Zouck	Reisterstown
60.	Miss Ellen Doyle	Arlington
61.	Miss Jennie E. Jessep	54 Melvin Ave., Arlington
62.	Miss Elizabeth W. Collings	Towson
63.	Miss Bessie M. Foard	Hydes
64.	Miss Caroline D. Henderson	Monkton
65.	Miss Rose Gibert	Benson
66.	Ellis Church	2004 St. Paul St.
67.	Miss Mary Evans	Phoenix
68.	Miss Frances Evans	Phoenix
69.	Miss Emma E. Weyforth	2329 Linden Ave.
70.	Miss M. Emma Grace	110 Hermosa St. Hamilton
71.	Mr. John H. Gross	Rossville
72.	Miss M. Ellen Logan	Cockeysville
73.	Miss Ada M. Andrews	3305 Windsor Mill Road
74.	T. H. Crommer	Cockeysville
75.	B. C. Shargrew	Govans
76.	Miss Sophie Odensos	Halethorpe
77.	Miss Josephine R. Wellmore	1415 John St.
78.	J. T. Hershner	Towson
79.	M. J. Watson	Virginia Hill, Towson
80.	Miss Cole	Waverly
81.	Miss Mabel Trout	Whitehall
82.	A. Lueadell	Owing's Mills
83.	E. A. Okehurst	Glencoe
84.	_____ Ebaugh	Catonsville High School
85.	H. E. Jackson	Arlington
86.	N. Ledley	Childs
87.	Mrs. K. Gilmer	Elkridge
88.	Mrs. O. Hershner	Towson
89.	Miss Estelle Walters	1716 St. Paul St.
90.	Mrs. Lucy J. Atwill	Raspeburg
91.	Miss Mary E. Seling	Raspeburg
92.	Miss Florence Phipps	Wavery Station, Guilford School
93.	Miss Edith Carl	Hamilton
94.	Miss Eva Cook	300 Park Ave., Baltimore
95.	Ernestine Chenowith	1210 Linden Ave., Baltimore
96.	Miss Elizabeth Curran	251 York Road, Baltimore
97.	Miss Grace L. Ingham	Hampstead
98.	Miss Ida R. Magers	1801 Poplar Grove, Baltimore
99.	Miss Stella E. Brown	Overlea

### Calvert County.

1.	Miss M. Susie Magruder	Solomon's
2.	Miss S. Jennie Tougue	Appeal
3.	Miss Daisy P. Turner	Prince Frederick
4.	Miss Marie Soper	Huntingtown
5.	Miss Violet Oberry	Solomon's Island
6.	B. C. Williams	Prince Frederick
7.	M. Williams	St. Lawrence
8.	Miss L. Soper	Huntingtown

## Caroline County.

1. Miss Anna Richards	Ridgely
2. Miss Laura C. Cochrane	Greensborough
3. Mrs. Mary D. Wooters	Queen Anne
4. Mrs. Elizabeth Pippin	Denton

## Carroll County.

1. Miss Mary H. Stansbury	Hampstead
2. Miss Pauline Derr	Hampstead
3. Miss Meriam Bergman	Manchester
4. Miss Margaret A. Lockhard	Westminster
5. Miss Emma M. Caples	Finksburg
6. Miss Bessie E. Beaver	Westminster, R. D. 5
7. Miss Jessie Matthews	Westminster
8. Miss May Royer	Westminster
9. Miss Sue G. Crayster	Taneytown
10. Mr. Walter H. Davis	Westminster
11. Miss Carrie M. Hiner	Westminster
12. I. Jewell Simpson	Westminster
13. Miss Ida F. Lockard	Westminster
14. E. C. Ebaugh	Patapsco
15. M. S. H. Nugh	Westminster
16. Miss Ella Frizzell	Woodbin
17. Mr. George Morelock	Westminster
18. Miss Dorothy A. McDaniel	Westminster
19. Mr. Franklin Wetzel	Mount Airy
20. Miss Mary S. Weagly	Westminster
21. Miss Mora B. Hanes	Westminster
22. Miss Mary Reinecke	Westminster
23. —— Bortner	Manchester
24. R. H. Kuhns	Manchester
25. Miss Florence Mason	Westminster
26. Miss Emma L. Reaver	Taneytown
27. W. M. Penn	Westminster
28. Miss Carrie Panebaker	Westminster
29. R. W. De Mott	Hampstead
30. —— Hampstead	Hampstead
31. Miss Eva O. Knadler	Westminster
32. Miss May Gettier	Manchester
33. Mrs. G. May Foulke	Taneytown
34. Miss Evelyn J. Binker	Westminster
35. Miss Clara Hockensmith	Taneytown
36. Miss Thelma Miller	Taneytown
37. Miss Ruth K. Walsh	Westminster
38. Miss Cleo. H. Pittinger	Union Bridge
39. Miss C. M. Shower	Manchester
40. Miss Winona Greiman	Westminster
41. Miss Edith Crumrine	Westminster
42. Mr. Harvey T. Rill	Hampstead
43. Miss Adda L. Trump	Manchester
44. M. Miller	Miller's Greenmount School
45. E. Manahan	Westminster
46. Mr. J. K. Smith	Carroll
47. Mrs. E. L. Crapster	Taneytown
48. Miss Eleanor Albaugh	Mount Airy High School

**Cecil County.**

1. Miss Ruth A. Haddock	North East, R. D. 1
2. Mr. Alfred B. McVey	Rising Sun, R. D. 1
3. Miss Ruth B. Mills	Cambridge
4. Miss Blanche Prentice	Avoca, Pa.
5. Miss Adelaide C. Ford	Elkton
6. Miss Alice E. Miller	Port Deposit
7. Miss Lucy G. Stapp	Chesapeake City
8. Mr. Hugh W. Caldwell	Chesapeake City
9. Mr. William J. Falls	North East
10. Mr. William M. Pogue	Rising Sun
11. Dr. Delmar Smithers	Chesapeake City
12. Miss Sadie T. Nicoll	Chesapeake City
13. Miss Mary Emily Clark	Cecilton
14. Miss Ella Cannon	Cecilton
15. Miss Mary Conner	Elkton
16. Miss Annie E. Jackson	Port Deposit
17. Mr. J. M. Thompson	North East
18. Miss Emily E. Moore	North East
19. Miss Frances M. Cleaves	Elkton
20. Miss Mary A. Bratton	Elkton
21. Miss Grace Wells	Elkton
22. Miss Lizzie Wells	Elkton
23. Miss Katherine M. Bratton	Elkton
24. Miss Henrietta Booth	Elkton
25. Miss Delphia Hunt	Frostburg
26. Miss Sarah R. Miller	Leslie
27. Mr. T. W. Currier	Havre de Grace
28. Mrs. T. W. Currier	Havre de Grace
29. Rev. W. G. Koons	Rising Sun
30. Miss Jessie Bruce	Conowingo
31. Miss Linda R. Anderson	Chesapeake City

**Charles County.**

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2. Mr. F. B. Gwynn	Bryantown
3. Mrs. T. Cecil Gardiner	Pomonkey, R. D.

**Dorchester County.**

1. Supt. James B. Noble	Cambridge
2. Eliz Mundy	Cambridge
3. Miss Nettie A. Maurer	Cambridge
4. Mr. J. L. Kerr	Cambridge
5. Mr. E. C. Seitz	Cambridge
6. Miss Maud V. Mills	Golden Hill
7. Miss Annie E. Conner	Cambridge
8. Mrs. Annie Taitt	Cambridge
9. Miss Lillian McBride	Cambridge
10. Miss Jean Farquharson	708 Borsebain Lane, Norfolk, Va.
11. B. W. Holland	Secretary
12. Miss Carrie Howard	Secretary
13. Miss M. E. Percy	Vienna

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3. Miss Edna Engle	Thurmont
4. Miss A. Virginia Reigh	Brunswick
5. Mr. C. C. Livingston	Frederick
6. Mr. Charles L. Stull	Brunswick
7. Mr. Spencer Stull	Frederick
8. Miss Elizabeth Goldsborough	Centreville
9. Miss Helen Friscoe	Brandywine
10. Miss Mary C. Ott	Frederick
11. Mr. A. M. Isanogle	Thurmont
12. Supt. G. L. Palmer	Frederick
13. Mr. J. L. Sigmund	Frederick
14. Miss Mary C. Weigand	Emmitsburg
15. Miss Helen Wyand	40 E. North St., Hagerstown
16. Miss Marceline Kefauver	Braddock Heights
17. Miss Ruth Dean	Middletown
18. Miss Naomi Ifert	Middletown
19. Miss Edna Lighter	Middletown
20. Miss Blanche Howard	16 E. Third St., Frederick
21. Mr. R. E. Kieeney	Middletown
22. Miss Lillian Kelly	Thurmont
23. Mr. Oscar Fogle	Brunswick
24. Mr. H. Walker	New Market
25. Mr. H. D. Beachley	Thurmont
26. Miss Evelyn Routzar	Thurmont
27. Miss Anna M. Jones	Thurmont

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2. Miss Orpah C. Ashby	Oakland
3. W. W. Jenkins	Oakland
4. Mr. F. E. Rathbun	Oakland

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2. Miss Nellie Barron	Havre de Grace
3. R. B. Hartle	Street
4. Mr. Charles H. Schuster	Jarrettsville
5. W. K. Klingaman	Bel Air
6. C. M. Wright	Bel Air
7. G. E. McNutt	Bel Air
8. Mr. J. Herbert Owens	Havre de Grace
9. Miss Alice D. Price	Aberdeen
10. Miss Sallie Galloway	Havre de Grace
11. Miss Marion J. Galbreath	Delta, Pa.
12. Miss Helen Hough	1851 W. North Ave., Baltimore, Md.

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2. Miss Minnie Brown	Harwood
3. Miss Margaret A. Pfeiffer	1014 W. Lanvale St., Baltimore
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5. Miss Sarah Smith	Jarrettsville
6. Supt. Woodland C. Phillips	Ellicott City
7. E. E. Shipley	Ellicott City

8.	Mrs. Elizabeth Meade Poisal	Ellicott City
9.	Miss Jennie E. Kirby	Ellicott City
10.	Miss Florence I. Arnold	4851 Reisterstown Rd., Balto., Md.
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13.	A. Wilson	Laurel
14.	Miss Ethel M. Baldwin	Elkridge
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5.	Miss Jeanette Gooding	Chestertown
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7.	Miss Mollie Mason	Rock Hall
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14.	Miss Virgie Beall	Boyds, Md.
15.	Miss Maud Ashton	Clarksburg, Md.
16.	Miss Letty Souder	Burdette, Md.
17.	Miss Julia Barber	Monrovia, Md.
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20.	Miss Gertrude A. Brady	Poolesville, Md.
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26.	Miss Ida M. Hickman	Dickerson, Md.
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28.	Mr. R. Milton Hall	Rockville, Md.
29.	Miss Edith L. Ford	Rockville, Md.
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36.	Miss Marjorie L. Waters	Gaithersburg, Md.

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43.	Mrs. Anna Morton	Rockville, Md.
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45.	Miss Eleanor Ray	Colesville, Md.
46.	Miss Anna Davi <sup>f</sup>	Colesville, Md.
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48.	Miss Elsie M. Soper	Beltsville, Md.
49.	Miss Ethel Dorsey	Beltsville, Md.
50.	Mrs. Isabel B. Jones	Ednor, Md.
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54.	Miss Evelyn McAtee	Germantown, Md.
55.	Miss Mary Rice	Germantown, Md.
56.	Miss Mary B. Nicol	Rockville, Md.
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58.	Miss Eleanor Darby	Germantown, Md.
59.	Mrs. Kathleen Tschiffely	Gaithersburg, Md.
60.	Miss Etta Gartrell	Sellman, Md.
61.	Mrs. Ethel G. Van Hoesen	Rockville, Md.
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65.	Mrs. Katharine Pyles	Glen Echo, Md.
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68.	Miss Alice Johnson	3726 Oliver, Washington, D. C.
69.	Mrs. Jos. Maguire	17 Hesketh St., Chevy Chase, Md.
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76.	Miss Margaret M. Karn	Sandy Spring, Md.
77.	Mr. John H. Janney	Sandy Spring, Md.
78.	Miss Grace Williams	Sandy Spring, Md.
79.	Miss Anna M. Engle	Sandy Spring, Md.
80.	Miss Eleanor Darby	Sandy Spring, Md.
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95.	Miss Virginia Mays	Germantown, Md.
96.	Miss Anna S. Kroll	Germantown, Md.

97.	Miss Iva Fulks	Gaithersburg, Md.
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101.	Miss Helen Erickson	Rockville, Md.
102.	Mrs. W. H. Darby	Rockville, Md.
103.	Miss Ida L. Isherwood	Rockville, Md.
104.	Miss Leona Ward	Barnesville, Md.
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107.	Miss Elizabeth Fulks	Dickerson, Md.
108.	Miss Elizabeth White	Dickerson, Md.
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111.	Miss Marion Howard	Monrovia, Md.
112.	Miss Katharine Stanley	Monrovia, Md.
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114.	Mrs. Ola L. Burdette	Monrovia, Md.
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118.	Miss Rena Shekles	Dickerson, Md.
119.	Mrs. Grace L. Ryan	Kensington, Md.
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121.	Miss Lillian Sage	Rockville, Md.
122.	Mrs. Anna Farrell	Kensington, Md.
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5.	Miss Myra Alexander	Deal's Island, Md.
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17.	Miss Amelia Fritz	15 Schaffer Ave., Baltimore.
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22.	H. J. Cotterman	College Park
23.	— Tireble	Linden,

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2.	B. J. Grimes	Centreville
3.	S. Jones	Chester

#### St. Mary's County.

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2.	Miss Elizabeth I. Murphy	Leonardtown
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#### Somerset County.

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7.	Miss Marie Davis	Crisfield
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3.	Miss Nannie I. Stevens	Oxford
4.	Miss Hennie M. Merrick	Trappe
5.	Miss Nettie S. Martin	Trappe
6.	Miss Mabel E. Carroll	Trappe
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17.	Miss Bessie C. Matthews	Cordova
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31.	Mr. William L. Hull	Easton
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37.	Miss Bessie A. Gretzinger	Easton
38.	Miss Katherine S. Dexter	Easton
39.	Miss Marie Callaghan	Easton
40.	Miss Carrie B. Smith	Easton
41.	Miss Grace S. Holmes	Easton
42.	Miss Virginia B. Hughes	Easton
43.	Miss Ethel D. Spencer	Easton
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46.	Miss Mary E. Stewart	Easton
47.	Miss Edna E. Griffin	Easton
48.	Mrs. Fannie C. Marvel	Easton
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54.	Miss L. Beatrice Corkran	St. Michaels
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62.	Miss Hennie M. Merrick	Trappe
63.	Miss Neva M. Jones	Trappe
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67.	Miss Nellie R. Stevens	Oxford
68.	Miss Virginia Bouldin	Oxford
69.	Miss Erma B. Stewart	Oxford
70.	Miss Ella Haddaway	Oxford
71.	Miss Ella J. Stevens	Oxford
72.	Miss M. Ella Smith	Oxford
73.	Miss Alice Haddaway	Oxford
74.	Miss Elva W. Keithley	Royal Oak
75.	Mrs. Lina Bridges	Royal Oak

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2. Miss Mary Pusey Pocomoke City
3. W. McMaster Pocomoke City

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